

Wallace, Martin, 1995, *An analysis of the leadership Role of the principal and its influence on the culture of the school, 1995*

ABSTRACT OF DISSERTATION

It is in the context of proposed educational reforms, the diminishing role of religious congregations, the absence of proper middle-management structures, uncertainty as regards the role of the principal and evidence that the work of the principal is very demanding that this dissertation was undertaken.

Schools are identified as organizations with special characteristics and various models of the school as an organization are examined. These models are regarded as overlapping and alternate views of organization rather than competing views. A school may be a bureaucracy, democracy, political arena or a symbolic-cultural organization. Leadership in each of these models is different as each model has differing emphases and priorities. Leadership is analysed as an interactive process based on the leader's vision and the wise use of power. Transactional leadership, transformational leadership and instructional leadership are considered, as is the gulf between reality and research. Observing teachers at work is also discussed as an aspect of instructional leadership.

The results of a survey involving a group of senior teachers concerning their expectations for the leadership role of the principal and the culture of the school are analysed and compared and contrasted with evidence from other studies. A comprehensive review of the literature on organizational and leadership theory, with particular reference to schools, combined with the empirical study enables conclusions and recommendations to be proposed in the final chapter.

The importance of the leader building a strong culture, based on shared ideas and values, in the school is stressed as is the view that the principal must be more than an instructional leader and should be a collaborative and transformational leader.