

**TITLE** Teacher and Principal Perceptions of Deliberate Principal Behaviors Related to School Climate

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**OBJECTIVE** The purpose of this study was to gain understanding of the degree to which principal leadership behaviors influenced positive school climate.

## **METHODOLOGY**

Four high schools in the Houston County School District was the setting for this study. The Leadership Practices Inventory (Observer) and the Organizational Climate Descriptors Questionnaire-RS (Kottkamp, Mulhern, and Hoy, 1987) were sent to every teacher at each of the schools (N = 400) and 66 were completed (response rate = 16.5%). A focus group discussion was held with all four principals.

## **KEY FINDINGS**

There was a significant positive correlation between all five leadership practices and the “principal supportive behavior” dimension of the OCDQ-RS. Model and Inspire were significantly correlated with “teacher engaged behavior.” None of the leadership practices were significantly correlated with “teacher frustrated behavior,” “principal directive behavior,” or “intimate teacher behavior.”