

Title: School Superintendents' Transformational Leadership Styles and School Climate: Teachers' Perceptions in Western Pennsylvania Small School Districts

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The study of the relationship between the leadership style of superintendents and the organizational climate of the school district should assist in providing data that can improve the educational process. Review of the literature indicates that transformational leadership is critical to the success of the school superintendent and that the climate of a school is relative to its success. However, the relationship between teachers' perceptions of the leadership style of school superintendents and the organizational climate of their school districts is limited.

A survey study was conducted using the Multifactor Leadership Questionnaire (MLQ), which measures leadership style, and the Organizational Climate Description Questionnaire (OCDQ), which measures school climate. One hundred and eighty-three teachers in small rural school districts in Western Pennsylvania participated in the study.

The findings of this study indicate that a correlation does exist between school superintendents' transformational leadership style and school climate. The study also found that factors such as; (a) school type, (b) size of the school district, (c) the number of years a teacher knew their school superintendent, and (d) how well the teachers knew their school superintendent, had a significant relationship with both school climate and the school superintendents' transformational leadership styles. The relationship between school climate and transformational leadership suggests that a school superintendent can have an impact on the learning environment of the school buildings in his / her district.