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The purpose of this study was to examine the relationship between principal leadership behaviors, teacher behaviors, school climate, and student achievement. Principals, as leaders, many times are held responsible for the everyday occurrences in their school buildings as well as the achievement level of students. A review of the literature revealed substantial research pertaining to principal and teacher behaviors and the relationship to school climate and student achievement. The quality of the school climate can either have positive effects on students’ development, academic achievement, and learning or it can greatly inhibit these dimensions. The leadership skills of the principal can also have a profound impact on the climate in a school. This study intended to examine the relationship of these areas with the following research questions: (1) What is the relationship between principal leadership behaviors, teacher behaviors, and school climate?, (2) What is the relationship between principal leadership behaviors, teacher
behaviors, and School Performance Score?, and (3) What is the relationship between school climate and School Performance Score?. The major findings of the study highlight that principal behaviors do have a relationship with teacher behaviors, climate, and student achievement as measured by the School Performance Score.