

School Climate and the Principal-Counselor Relationship

Wendy D. Rock, Verna L. Estoque, and Hannah F. Cowan

Southeastern Louisiana University

Abstract

The principal-school counselor relationship and school climate were explored with 279 high school principals in this quantitative study. Pearson's correlations revealed the principal-counselor relationship was significantly positively correlated with three dimensions of school climate: collegial leadership, professional teacher behavior, and achievement press. In addition, three elements of the principal-counselor relationship (mutual trust between the principal and school counselors, a shared vision of what is meant by student success, and mutual respect between the principal and school counselors) were significantly negatively correlated with institutional vulnerability, the fourth dimension of school climate. We discuss implications for principals, school counselors, and others.

Keywords: leadership, principal, administrator, school counselor, school climate

School Climate and the Principal-Counselor Relationship

A school climate providing an environment conducive to all students' social, emotional, and academic development is essential for school-wide academic achievement (Odegard-Koester & Watkins, 2016). Establishing an environment of this nature begins with the administrative team (Cobb, 2014). However, this team does not have to rely on the exclusivity of its stature in the maintenance of a positive school climate. The school counselor possesses distinct skills and abilities that could bring invaluable contributions to forming a desirable school environment (Lashley & Stickl, 2016). Including the school counselor in the administrative team by building a positive working alliance between the principal and school counselor could be essential for a positive school climate (McCarty et al., 2014).

The principal-counselor relationship is a vital component for a school climate that promotes the development of every student. Previous research from the school counselor's perspective showed a positive correlation between the principal-counselor relationship and the overall school climate (Rock et al., 2017). This study measured collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability and how those dimensions of school climate relate to the principal-counselor relationship (Rock et al., 2017). The earlier research found that school counselors who perceived a positive school climate based on the four dimensions also believed a positive principal-counselor relationship existed (Rock et al., 2017).

The purpose of this study is to build on previous research to find further support for whether a correlation exists between the quality of the principal-school counselor relationship and school climate. While previous research examined this relationship

from the school counselor's perspective, this research seeks the perspective of school principals. Together, principals and school counselors can instill a school climate that fosters the social, emotional, and academic development of its students with increased awareness of the benefits brought by a positive principal-counselor relationship.

Literature Review

The school's environment can directly influence academic success because teachers and students thrive in safe spaces (Cobb, 2014). Administrative teams built on a healthy relationship with the school counselor may positively affect the school climate (Edwards et al., 2014). Hoy (1990) defines school climate as "the set of internal characteristics that distinguishes one school from another and influences the behavior of its members" (p. 152).

School climate is a quality of the school environment that encompasses collective perceptions and behaviors (Smith et al., 2020). School climate can include safety, rules, norms, educational approaches, social and emotional settings, and relationships among teachers and other school faculty (Thapa et al., 2013). A positive school climate allows for safety, belonging, and relational trust within the school setting (Darling-Hammond & DePaoli, 2020).

Key factors, such as trust, communication, respect, shared visions, and role differentiation, form the basis of a collaborative principal-counselor relationship (Lawrence & Stone, 2019; Odegard-Koester & Watkins, 2016). A greater understanding of the school counselor's skills and abilities and how they are used to enhance school-wide outcomes will increase the likelihood of a positive principal-counselor relationship. A strong principal-counselor relationship can be built by discussing differences in

perceptions of roles and responsibilities early in the relationship and often throughout its duration (Waalkes et al., 2019). When the principal and counselor align their goals, greater student achievement and increased accountability are accomplished (Dahir & Stone, 2006).

A positive school climate is the successor of a strong principal-school counselor alliance. Several factors in the school environment can impact student achievement, including the school's overall climate (Odegard-Koester & Watkins, 2016). A committed leadership team that includes the school counselor is necessary to produce a safe school environment for the development of all students (Odegard-Koester & Watkins, 2016) because of the counselor's unique ability to reach every student. Principals and school counselors who establish an alliance built upon qualities such as trust, communication, and respect are inclined to reap the benefits of their intentionality.

Counselor Duties

Duties assigned that are non-counselor-related diminish trust and exhibit a lack of respect for the school counselor's role (Edwards et al., 2014). The principal has the power to implement a relationship built on trust and respect by assigning roles and duties that highlight the expertise of the counselor (Edwards et al., 2014). School counselors are often underutilized for their knowledge and skills but enhancing the principal-counselor relationship can impact the principal's understanding of the school counselor's role (Lashley & Stickl, 2016).

School counselors are expected to meet the developmental challenges of youth in society and attend to those effects; however, many principals have not acknowledged this expectation in their assignment of counselor duties (Edwards et al., 2014). The

American School Counselor Association (ASCA) National Model (2019) provides guidelines for school counselor roles and responsibilities; however, many principals lack training in this model (Waalkes et al., 2019). Principals who assign duties without addressing role discrepancies are likely to diminish the possibility of enhancing the principal-school counselor relationship.

Principal-School Counselor Communication

Building a principal-school counselor alliance requires intentionality because of the time constraints required of both positions. Both parties must develop and foster the relationship, and communication is a necessary component (Lashley & Stickl, 2016). According to Duslak and Geier (2017), frequent meetings between the principal and counselor were predictors of a quality relationship. Most notably, these meetings did not require a structured time frame, but rather an informal conversation proved sufficient (Duslak & Geier, 2017). However, a study conducted by Waalkes et al. (2019) revealed that principals prefer quality conversations over frequent meetings. A 2009 study, conducted by the College Board's National Office of School Counselor Advocacy (NOSCA), ASCA, and the National Association of Secondary School Principals (NASSP), found similar results where principals appreciated quality communication while school counselors preferred more frequent communication. Overall, intentional consultations between the principal and school counselor foster higher-quality relationships (Waalkes et al., 2019).

Approach to Student Achievement

Student success is a top priority for principals and school counselors, though they have differing perspectives for approaching this task. Principals may view the

school as a whole, while counselors may be more inclined to focus on individual students (Lashley & Stickl, 2016). These contrasting perspectives emphasize the need for school counselors to align their practice to a school-wide initiative (Lawrence & Stone, 2019). This alignment is supported by utilizing data-driven measures equipping school counselors with material to effectively collaborate with the leadership team (Lawrence & Stone, 2019). In doing so, school counselors establish themselves as an integral part of the leadership team, solidifying their role in the school's success (Lashley & Stickl, 2016; Lawrence & Stone, 2019).

Current Study

This study's primary purpose was to build upon previous research (Rock et al., 2017), which examined from the school counselor perspective whether principal-school counselor collaboration and school climate were related. Our study surveyed high school principals for their perspective to confirm the previous study's results and determine whether a relationship exists between the quality of the principal-school counselor relationship and school climate. The Organizational Climate Index (OCI) for High Schools (Hoy, 2003) reveals relationship perspectives between principals and teachers, among teachers, and between the school and community. The OCI (Hoy, 2003) also measures student achievement pressures from faculty, administration, and parents. These constructs are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. The data from this research will further help answer the question, is a positive principal-counselor relationship associated with a positive school climate?

Method

Procedure

After receiving approval from the university institutional review board, we entered email addresses into a one-use Google mail group, used Survey Monkey to create our survey, and emailed the survey link to 4,196 high school principals in the United States. The national principal email list was purchased from K-12 Database, an education email marketing company. After three weeks, we sent a second request for participation, and after another two weeks, we sent a third and final request for participation. A total of 318 high school principals responded (response rate = 7.57%). While a larger response rate is preferred to avoid non-response bias, there is no currently agreed-upon minimal acceptable response rate in social science research (Saldivar, 2012; Stapleton, 2019). We removed 39 incomplete surveys leaving a total of 279 responses.

We computed a post hoc power (PHP) analysis using G*Power software (retrieved from https://download.cnet.com/G-Power/3000-2054_4-10647044.html) for two-tailed t-tests with $\alpha = .05$, a large effect size of .5, and a sample size of 279, to determine if the sample size was appropriate for this study. We determined that the sample size was appropriate for this study with $P(1 - \beta \text{ err prob}) = 1.0$. We ran a follow-up PHP analysis using SPSS statistics. An observed power of .886 was calculated with $\alpha = .05$, a significance of .019, and an effect size of .998, on a "corrected total" of 278 participants.

Participants

The participants in this study were 279 high school principals from across the United States. In gender, the participants were 64% male and 36% female. In race, 92%

were White, 5% were African American, 3% reported other backgrounds, in ethnicity, 5% were Hispanic. The age groups surveyed included 2% between the ages of 25-34, 29% were between the ages of 35 and 44, 41% were between the ages of 45 and 54, 25% were between the ages of 55 and 64, and 2% were older than 64. In administrative experience, 3% of the respondents had one year or less experience, 17% had 2 to 5 years of experience, 31% had 6 to 10 years of experience, 28% had 11 to 15 years of experience, and 21% had 16 or more years of experience. In training, 33% graduated from Council for the Accreditation of Educator Preparation (CAEP)-accredited programs. In teaching experience, 2% had one year or less teaching experience, 15% had 2 to 5 years of experience teaching, 39% had 6 to 10 years of experience teaching, 24% had 11 to 15 years of experience teaching, and 20% had 16 or more years of experience teaching.

As reported by these principals, 13% of the lead counselors at their schools were in their position for the first year, 35% held their position between 2 to 5 years, 24% had been in their position between 6 to 10 years, 12% had been in their position between 11 to 15 years, 13% had been in their position for more than 15 years, and 3% were unsure how long the lead counselor had held their position.

More than half of these principals (53%) reported an enrollment of fewer than 500 students in their school, 25% reported an enrollment between 501 and 1000 students, and 22% reported enrollments of over 1000 students. Nearly half the schools (47%) had only one counselor, 18% had two counselors, 13% had three counselors, and the remaining 22% had four or more counselors. In addition, participants reported the ratio of counselors to students in their school; 51% reported the counselor to student

ratio was 1:250 or better, 44% reported the counselor to student ratio was between 1:300 and 1:450, 5% reported a counselor to student ratio higher than 1:450.

Instrumentation

In 2008, the College Board, NASSP, and ASCA developed a survey to measure the principals' and school counselors' views of their relationships (Finkelstein, 2009). The survey was sent electronically to 16,901 principals and counselors who were NASSP and ASCA members and to attendees of College Board workshops (Finkelstein, 2009). The survey garnered a total of 2,386 responses. Results were reported in *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors* (Finkelstein, 2009). The Principal-Counselor Relationship Survey (College Board, 2011) measures administrators' and counselors' perceptions of the presence and importance of ten elements in their relationship with each other. These elements include open communication, opportunities to share ideas, sharing information on needs, school counselor participation on the school leadership team, joint responsibility for the development of goals, mutual trust, a shared vision, mutual respect, shared decision making, and a collective commitment to equity and opportunity. Participants ranked these ten items on a Likert scale from 1, not present, to 5, extremely present. The individual score for each element was added together for a sum of scores yielding a principal-counselor relationship (PCR) score with a minimum score of 10 and a maximum score of 50.

Reliability and validity information was not provided on the Principal-Counselor Relationship Survey by its developers at the College Board. However, with permission from the survey's original developers, Rock et al. (2017) pilot-tested the survey with a

group of 18 graduate students in 2015 on two occasions, two weeks apart. Consistency was demonstrated with test-retest reliability at .98 and Cronbach's Alpha at .08. Further, high school counselors in the Rock et al. (2017) study rated the presence of the ten elements of principal-counselor collaboration demonstrating high internal consistency with a Cronbach's Alpha calculated at .97. In the current study, high school principals rated the presence of the ten elements of principal-counselor collaboration in their relationship with their school counselor, a Cronbach's Alpha was calculated at .948.

The 30-question Organizational Climate Index (OCI) for High Schools (Hoy, 2003) measures the organizational climate in high schools along four scales: collegial leadership (the relationship between the principal and teachers), professional teacher behavior (the relationship among teachers), achievement press (pressure for student achievement from faculty, administration, and parents), and institutional vulnerability (the relationship between the school and the community). Responses are recorded on a Likert-type scale from 1 = rarely to 4 = very frequently. Scores on the four dimensions are converted to standard scores, following the formula provided by Hoy (n.d.), with a mean of 500 and a standard deviation of 100. The alpha coefficients were .87, .94, .88, and .92, respectively, when completed by faculty members of 97 Ohio high schools (Hoy et al., 2002). Demographic data of the faculty members who participated in the development of the survey was not provided, but Hoy et al. (2002) indicated that the sample represented rural, suburban, and urban school faculty in diverse geographic regions of Ohio. Factor analysis on the concept of school climate showed strong support for construct validity, and relationships provided strong predictive validity (Hoy et al., 2002). Cronbach's Alpha was calculated at .873 on the 30-item survey based on

responses from the high school principals who participated in this study, demonstrating relatively high internal consistency.

Data Analysis

PCR scores were determined by calculating an overall average score for each participant based on the ten elements of a successful principal-counselor relationship. Standard scores were calculated for the four dimensions of school climate using the formula provided by Hoy (n.d.). Two-tailed Pearson's correlations were calculated for each dimension of school climate with the overall PCR score and with each of the ten elements of the principal-counselor relationship individually.

Results

As shown in Table 1, the PCR average score was 42.78 out of a possible score of 50 ($SD = 7.42$). Regarding the measures of organizational climate, collegial leadership averaged 637.91 ($SD = 94.92$); professional teacher behavior averaged 590.99 ($SD = 231.10$); achievement press averaged 577.84 ($SD = 158.20$); and institutional vulnerability averaged 336.96 ($SD = 159.38$).

Principal-counselor relationship was significantly, positively correlated with three of four dimensions of school climate: collegial leadership, $r = .42$, $p = .01$; professional teacher behavior, $r = .42$, $p = .01$; and, achievement press, $r = .25$, $p = .01$. We did not find a significant correlation between PCR and institutional vulnerability (see Table 2).

Additional data analysis showed a significant positive correlation between each of the ten elements of the PCR and collegial leadership, professional teacher behavior, and achievement press. Three of the ten elements of the PCR were significantly, negatively correlated with institutional vulnerability, including mutual trust between the

principal and school counselors, a shared vision of what is meant by student success, and mutual respect between the principal and school counselors ($r = -.15, p = .01, r = -.13, p = .05$, and $r = -.13, p = .05$, respectively; see Table 3).

Discussion

Among present high school principals, principal-counselor collaboration was significantly positively correlated with collegial leadership, professional teacher behavior, and achievement press. These findings suggest that as the principal-counselor collaboration increases, elements of school climate (collegial leadership, professional teacher behavior, and achievement press) also increase. Edwards et al. (2014) and McCarty et al. (2014) highlight the positive effects of a collaborative leadership approach on the school environment. Our findings parallel this position showing high school principals' belief that the PCR increases the elements of school climate. Additionally, the previous research on which this study is based reveals that school counselors also recognize the need for a positive PCR (Rock et al., 2017).

Even though principals and school counselors approach their common school goals from differing philosophies (Lashley & Stickl, 2016), their combined leadership skills can create an enhanced school climate. Regarding each other as partners in leadership through these elements of mutual trust, shared vision, and mutual respect provides a mighty alliance (Edwards et al., 2014). Principals who include school counselors on the school improvement team utilize this collegial leadership to benefit the school climate (Cobb, 2014). Our study indicates that principals view shared leadership with the school counselor as a vital contributor to the school's climate.

Principals lay the groundwork for the attitudes and behaviors they desire in their teachers and students by serving as role models (Cobb, 2014). The quality of the relationships between a leader and its followers contributes to the level of performance. According to Odegard-Koester & Watkins (2016), the quality of the relationships leads to improved work efficacy and less staff turnover. Our research indicates that principals believe that as the principal-counselor collaboration increases, teachers' relationships also increase, influencing school climate.

Lashley and Stickl (2016) found that principals and counselors saw student success as a top priority. Principals and counselors view success on different levels, with principals taking a whole-school perspective and counselors focusing on the individual level (Lawrence & Stone, 2019). Combining the two viewpoints can ensure that efforts to increase student achievement reach the entire student body. Our study shows that the principal-counselor relationship positively influences achievement press, contributing to the overall school climate.

According to our data, three elements of the PCR were significantly negatively correlated with institutional vulnerability. Those elements include mutual trust between the principal and school counselors, a shared vision of what is meant by student success, and mutual respect between the principal and school counselors. For example, when faced with the occasional outspoken parent, the weight over outside influences that trust, vision, and respect have between the principal and counselor provide a united front.

The other dimensions in the PCR: open communication, opportunities to share ideas, sharing information on needs, school counselor participation on the school

leadership team, joint responsibility for the development of goals, shared decision making, and a collective commitment to equity and opportunity, were not related to institutional vulnerability. What is it about these remaining dimensions that give them less leverage than trust, shared vision, and respect over institutional vulnerabilities? Perhaps it is because the latter requires an active effort to build, resulting in a special connection born from the relationship. The other factors are more passive in that one can accept or dismiss what the other has to offer without putting in any effort to work together. We can presume that trust, shared vision, and respect thrive when the principal and counselor actively employ these remaining dimensions.

Implications for Principals

Principals are the driving force behind the school, yet they cannot lead (effectively) alone. Counselors play a crucial role in supporting the principal's overall goals of the school. A positive principal-counselor relationship is essential in establishing a successful school academically, socially, and emotionally for all students, thus enhancing the school climate. Principals add to the school climate with their leadership and direction. Principals and counselors together can improve the school climate and target high standards for all students. If given the opportunity, a partnership between the principal and school counselor can form a remarkable union for academic achievement. Principals should be knowledgeable about the role of the school counselor and the benefits of a good principal-counselor collaborative relationship.

Implications for School Counselors

A big part of the principal-counselor collaboration is building relationships. School counselors may feel intimidated by the principal at their schools because they are their

supervisors and often provide their evaluation. The school counselor can help build a relationship with the principal by routine meetings with the principal to foster understanding and respect. Overcoming a fear of the principal can help improve the relationship and contribute to a better school climate.

The school counselor and principal can each bring their strengths to the collaborative relationship and ultimately influence the school climate. School counselors can also benefit from being empathetic and trying to understand the principal's roles and responsibilities. The principal is the school leader and has many duties that are unique to the school setting. School counselors can gain a deeper appreciation of the principal's role by understanding the demands that principals face within the school. Counselors can attend professional development sessions focusing on educational leadership's professional standards to understand these demands better.

Implications for District-Level Supervisors

District-level supervisors help schools by training, supporting, and evaluating principals in their districts (Goldring et al., 2018). Principal effectiveness is a significant factor in school success and ultimately impacts academic achievement (Goldring et al., 2018). District-level supervisors can help principals strengthen the quality of educational leadership in their schools by encouraging a communicative relationship between the principal and the school counselor. District-level supervisors can increase knowledge of school counselors' role by learning more about the ASCA National Model and providing opportunities for professional development on this topic.

Implications for Counselor Educators

Counselor educators teach school counselors-in-training about the role of a counselor in the school setting. Counselor educators teach a wide array of topics, such as lesson plans, small group facilitation, advocacy, data-driven program evaluation, and more, to prepare school counselors for the many interventions used in the school setting. Counselor educators can help school counselors-in-training to understand the importance of relationship-building with the principals at their schools. Counselor educators can also teach how to use data to advocate for the school counselor role in school-wide initiatives. Data can be used to grow the relationship with the principal and to advocate for the needs of the student body.

Implications for Pre-Service School Counselors

Preservice school counselors have studied and prepared extensively for their first job as a school counselor. A school counselor-in-training can be overwhelmed at the thought of the duties of a counselor in the school setting as well as the daunting task of principal-counselor collaboration. Preservice school counselors should be aware of the need to form a relationship with their administrators and the potential barriers that might hinder the relationship. Barriers such as time constraints and fear of administrators may dampen new school counselors' opportunities to connect with their principal. Counselors-in-training should utilize their supervisors to form connections with their principals and develop a relationship.

Recommendations for Future Research

Future research could repeat the study at the middle school and elementary levels. The principal's and school counselor's roles may differ at the middle school and

elementary levels and may generate different results. Another way to expand this research would be to include other stakeholders' responses in the school setting, such as students, faculty, parents, and community partners. These stakeholders may have different perceptions as it relates to school climate and principal-counselor collaboration.

An area of future research could be to compare the school counselors' responses from the earlier study by Rock et al. (2017) to the principals' responses in the current study. Additionally, a school climate survey that includes a review of school attendance, behavioral incidents, and achievement data could be used. Lastly, a qualitative study might give a deeper understanding of the quality of principal-counselor collaboration and provide a different perspective.

Limitations

First, the response data collected from this study was voluntary. Voluntary responses totaled 7.57% of the overall potential responses. This non-response bias may not make the responses generalizable to all high school principals. Also, the study's voluntary nature may have garnered responses from individuals who were comfortable responding to this topic. More than half of the responses were from school principals with 500 students or less.

Additionally, because we administered the survey electronically, principals who are more comfortable with technology may have been more willing to participate, creating a level of selection bias. Another limitation was that the perceptions measured in the Principal-Counselor Relationship Survey could have been impacted by the individual counselor's weaknesses/strengths perceived by the principals at their

respective schools. The principals represented in this study were all at the high school level. Principals from other levels may have responded differently to the questions posed. One aspect of homogeneity was that more than half of the responses were from males, and 92% of respondents were white.

A final limitation is that both the PCR survey and the OCI were used in this study differently from the way they were originally designed. The PCR was developed to identify the importance and presence of each of the ten elements of a successful principal-counselor relationship as determined by principals and school counselors (Finklestein, 2009). A score was calculated that indicated the gap between the importance and the presence of each element (Finklestein, 2009). Scores from principals were compared to scores from school counselors (Finklestein, 2009). In the present study, the same ten elements were used to identify each element's presence in the relationship between the principal and the school counselor from the principal's perspective.

The OCI was designed to be completed by a school faculty to measure the school's climate and was validated on schools with a faculty of 15 or more (Hoy et al., 2002). In the current study, only the principal responded to the OCI regarding the climate at their school. Hoy (personal communication, November 30, 2018) acknowledged that the survey was appropriate for the study but predicted that principals would rate their school climate higher than other faculty members. While correlation coefficients were calculated on both surveys, since they were used differently from the way their developers intended, there may be concerns with reliability and validity.

Conclusions

A collaborative relationship between principals and counselors can lead to an overall better school climate. As the principal-counselor collaboration increases, collegial leadership, professional teacher behavior, and achievement press also increase. Mutual trust between the principal and school counselors, a shared vision of what is meant by student success, and mutual respect between the principal and school counselors were negatively correlated with institutional vulnerability, meaning they can mitigate the effect of pressure from vocal parents or community members. Principals and school counselors have critical yet very different roles in the school setting. Both the principal and the school counselor seek student and school success. If both the principal and the school counselor work together to form a communicative, trusting, and respectful relationship, elements of the school climate will improve.

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Appendix

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PCR	279	10	50	42.78	7.427
CL	279	246.0496614	772.7614748	637.9146204	94.92511122
PTB	279	-242.105263	942.1052632	590.9922656	231.1010661
AP	279	168.3673469	976.1904762	577.8411723	158.2023115
IV	279	60.34380557	830.9425015	336.9689785	159.3898082
Valid N (listwise)	279				

Note. PCR = principal-counselor relationship; CL = collegial leadership; PTB = professional teacher behavior; AP = achievement press; IV = institutional vulnerability.

Table 2

Correlation of the Four Dimensions of School Climate with Overall Principal-Counselor Relationship (PCR) Score.

	PCR	CL	PTB	AP	IV
PCR					
Pearson Correlation	1	.426**	.425**	.255**	-.084
Sig. (two-tailed)		.000	.000	.000	.160
N	279	279	279	279	279
CL					
Pearson Correlation	.426**	1	.522**	.356**	-.009
Sig. (two-tailed)	.000		.000	.000	.885
N	279	279	279	279	279
PTB					
Pearson Correlation	.425**	.522**	1	.517**	-.103
Sig. (two-tailed)	.000	.000		.000	.087
N	279	279	279	279	279
AP					
Pearson Correlation	.255**	.356**	.517**	1	.080
Sig. (two-tailed)	.000	.000	.000		.180
N	279	279	279	279	279
IV					
Pearson Correlation	-.084	-.009	-.103	.080	1
Sig. (two-tailed)	.160	.885	.087	.180	
N	279	279	279	279	279

Note. PCR = principal-counselor relationship; CL = collegial leadership; PTB = professional teacher behavior; AP = achievement press; IV = institutional vulnerability.

** $p < .01$

Table 3

Correlation of the Four Dimensions of School Climate with the Ten Elements of PCR.

Variable	CL	PTB	AP	IV
Open Communication				
Pearson Correlation	.389**	.373**	.215**	-.022
Sig. (two-tailed)	.000	.000	.000	.719
N	279	279	279	279
Opportunities to Share Ideas				
Pearson Correlation	.401**	.334**	.217**	-.012
Sig. (two-tailed)	.000	.000	.000	.814
N	279	279	279	279
Sharing Information on Needs				
Pearson Correlation	.356**	.380**	.260**	-.063
Sig. (two-tailed)	.000	.000	.000	.293
N	279	279	279	279
School Counselor Participation on the School Leadership Team				
Pearson Correlation	.264**	.308**	.157**	-.034
Sig. (two-tailed)	.000	.000	.009	.577
N	279	279	279	279
Joint Responsibility for the Development of Goals				
Pearson Correlation	.351**	.281**	.238**	-.009
Sig. (two-tailed)	.000	.000	.000	.882
N	279	279	279	279
Mutual Trust				
Pearson Correlation	.329**	.364**	.205**	-.155**
Sig. (two-tailed)	.000	.000	.001	.010
N	279	279	279	279
A Shared Vision				
Pearson Correlation	.367**	.411**	.230**	-.130*
Sig. (two-tailed)	.000	.000	.000	.029
N	279	279	279	279

Variable	CL	PTB	AP	IV
Mutual Respect				
Pearson Correlation	.326**	.365**	.187**	-.132*
Sig. (two-tailed)	.000	.000	.002	.028
N	279	279	279	279
Shared Decision Making				
Pearson Correlation	.383**	.356**	.216**	-.069
Sig. (two-tailed)	.000	.000	.000	.250
N	279	279	279	279
A Collective Commitment to Equity and Opportunity				
Pearson Correlation	.383**	.371**	.193**	-.093
Sig. (two-tailed)	.000	.000	.001	.123
N	279	279	279	279

Note. PCR = principal-counselor relationship; CL = collegial leadership; PTB = professional teacher behavior; AP = achievement press; IV = institutional vulnerability.
* $p < .05$. ** $p < .01$.

Biographical Statements

Wendy D. Rock, Ph.D., is an assistant professor in the counseling program within the College of Nursing and Health Sciences, Department of Health and Human Sciences, at Southeastern Louisiana University. She is a Licensed Professional Counselor with the Supervisor credential (LPC-S), National Certified Counselor (NCC), and National Certified School Counselor (NCSC). Dr. Rock has nearly two decades of experience as a high school counselor. Her research interests include school counselor supervision, advocacy, identity, ethics, and the principal-counselor relationship.

Verna L. Estoque is a Provisionally Licensed Professional Counselor (PLPC), National Certified Counselor (NCC), and a school counseling graduate of Southeastern Louisiana University. She was a music educator since 2005 and taught grade levels from fourth through twelfth grade. Verna is currently a school counselor at Mount Carmel Academy in New Orleans, Louisiana. Her areas of interest include diversity, equity, and inclusion in schools, solution-focused brief counseling, and ethical practices.

Hannah F. Cowan is a provisionally licensed professional counselor (PLPC) working as a mental health provider in St. Tammany Parish Public School System at Madisonville Junior High School. Her master's degree in counseling was obtained from Southeastern Louisiana University. Her research interests include school counseling, perceived gender roles, supervision in school counseling, students' hierarchy of needs, at-risk youth, and human trafficking.