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THE EFFECTS OF CLIMATE-PERSON CONGRUENCE ON INDIVIDUAL BEHAVIORS AND ATTITUDES IN ORGANIZATIONS

By

Cheri Lee Ostroff

A DISSERTATION

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ABSTRACT

THE EFFECTS OF CLIMATE-PERSON CONGRUENCE ON INDIVIDUAL BEHAVIORS AND ATTITUDES IN ORGANIZATIONS

By

Cheri Lee Ostroff

The primary purpose of this study was to investigate the relationship between individuals' attitudes and behaviors in organizations and the extent to which these individuals "fit" or match their work environment. Underlying this congruence notion is the assumption that a good person-environment fit results in more satisfied, committed and effective organizational members. The "person" variables in this study were represented by job-related personalities, termed personal orientations. The environmental elements were organizational climates, defined as shared perceptions of organizational attributes. It was proposed that congruence betweeen organizational climates and individuals' personal orientations would lead to higher satisfaction, commitment, involvement in work, adjustment to work and performance, and less stress, turnover intent and absenteeism among employees. A completely crossed interactional model was predicted. It was further hypothesized that a multi-echelon relationship would exist among organizational members such that the pattern of relationships between organizational climates, personal orientations, climate-person interactions and work outcomes would be similar for two hierarchical positions within organizations. Six hundred and four teachers and 2433

students from 29 secondary schools completed questionnaires assessing their personal orientations and work outcomes. School climate scores were assigned to these individuals based on the perceptions of their peers.

Results of canonical correlational analyses and moderated regressions indicated that climate-person interactions did not significantly explain variance in individuals' behaviors and attitudes beyond that already explained by climates and personal orientations alone. However, findings indicated that an additive interactional model was appropriate for the data; that is, work responses could be explained by a joint additive function of organizational climates and personal orientations. In addition, support for the multi-echelon model was not found. Different relationships among work outcomes, climates, personal orientations, and climate-person interactions were revealed for the two subgroups within the organizations. Limitations of the study, implications and future directions for the use of the congruence notion and climate and personal orientations variables in organizational research are discussed.

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INTRODUCTION

A fundamental assumption in organizational psychology is that anizations and individuals are interdependent (Pfeffer & Salancik, 3; Roberts, Hulin, & Rousseau, 1978). Charactersitics of anizations constrain and effect the responses of individuals. At the e time, individual responses influence characteristics of anizations (Roberts, et al., 1978). It is impossible to understand avior in organizations without understanding the interaction between tures of the organizational context and characteristics of the ividuals operating within the organization (Endler & Magnusson, 1976; heider, 1983; Terborg, 1981).

One approach for the simultaneous consideration of persons and ational contexts is typified in the notion of person-environment fruence. Utilizing this perspective, researchers attempt to match or " people and jobs, assuming that a good fit will result in better ormance from people than when people do not fit their jobs.

The notion that people must "fit" their job or organizational ronment is not new and has been proven useful in several areas, most bly, selection, job design, and career issues. Most research on fuence has been concerned with the matching of either individuals' s and job requirements or matches between persons and vocations. respect to matching people and jobs, two fundamentally different egies, based on different assumptions, have been used (Brousseau, Haire, 1959). One strategy, associated with personnel psychology, sizes selecting or training the person to fit the job. From the

tal pool of human resources, one can attempt to find those people who ready fit job requirements or who can be trained to fit them. The cond strategy is based on job design. Emphasis is placed on lesigning jobs to fit the limitations of the people performing them.

Both of these approaches focus primarily on the fit between the lls and abilities of people and the skill and ability requirements of job. This matching presumably results in increased performance. ever, a policy of selection, training, socialization, and job design t is devised to maximize the performance of individuals does not essarily ensure that the expectations and needs of the individual l be met. Such policies may leave individuals unsatisfied or lead to ings of alienation, insecurity, or bitterness toward the nization (Schein, 1980). This implies that a broader perspective of on-job dynamics is needed which includes individual and situational ibutes beyond skill and ability requirements, and outcomes beyond ormance.

The notion of fit has also been addressed at the vocational level. and's career theory (1973) focuses on such a match between people jobs, but at a more general level of classes of vocations and e, rather than specific attributes within organizations and people. is theory, people's interests are classified and matched with tasks ctivities associated with vocations. Research using Holland's e has shown that people in vocations congruent with their interests ore satisified with their work (cf. Mount & Muchinsky, 1978) and ess likely to turnover (cf. Vaitenas & Weiner, 1977) than

matched" people. However, Holland's theory ignores skill and
ity matches between people and their occupations.

Thus, the research on person-environment congruence indicates that
re able to match individuals' skills with job requirements and that
re able to predict adjustment into occupations based on vocational
ce. However, there is little data or theory that suggest the manner
ich an employee chooses one organization over another (Schneider,
Vroom, 1966) or which specifies the effects of congruence between
nal characteristics of people and the particular organizational
onment in which they work (Schneider, 1983b).

Most investigations in organizational research domains have focused
ther situational or personal determinants of individual responses
ganizations, but few have investigated both simultaneously.
l areas of research have highlighted the importance of the broader
ontext and the attributes of individuals for understanding job
des and behavior. Results from a number of studies indicate that
dual reactions to job characteristics are influenced by certain
teristics (higher order need strength) of the employees themselves
ackman & Lawler, 1971; Hackman & Oldham, 1976; O'Reilly, 1977).
nally, several researchers have called attention to the
lity that a person's reaction to the job may be influenced not
properties of the job and the individuals' needs and motives,
o by the nature of the work context or organizational
dings (e.g. Dunham, 1977; Lawler, 1971; Porter, Lawler & Hackman,
ldham, Hackman & Pierce, 1976; Pierce, Dunham & Blackburn, 1979).

These approaches to the determinants of job attitudes tend to be uationally based in that an attempt is made to isolate situational iables which influence individual outcomes. The role of individual sonalities or personal characteristics are only secondary in such ories (Mitchell, 1979; Weiss & Adler, 1984). Staw and Ross (1985), ever, take a dispositional approach arguing that characteristics of individuals are stable and useful for explaining individual itudes. The shaping of job attitudes may come as much from personal dispositional sources as from situational influences. If we assume t situational, task, and group variables in the social context duce their behavioral consequences through the impact they make on person, then it is also important to identify variables within the son that allow the social variables to make such an impact (Aronoff & son, 1985).

While personality and personal dispositions of people were once damental to theories of organzational behavior, researchers soon lost erest in such variables when they appeared to account for little ance in predicting behavior and attitudes in organizations (Weiss & r, 1984). However, there has been a resurgence of interest in the stigation of personality and personal attributes in areas such as ction (e.g. James, Campbell & Lovegrove, 1984), withdrawal behaviors Bernardin, 1977), and leadership (e.g. Mills & Bohannon (1980). nal attributes may be quite useful for organizational domains when ed in a systematic way (Aronoff & Wilson, 1985; Weiss & Adler,

Thus, the research indicates that work outcomes (job behaviors and udes) depend on the job, the person, and the broader work situation sseau, 1983). The problem lies in developing models which porate the interaction of these elements and include relevant ts of the situation and the individual.

Two obstacles have hindered advances in the development of such for person-environment research. First, theories or models have en developed that specify which individual attributes when in ction with which situational attributes will yield which attitudes haviors (Endler, 1981; Schneider, 1983; Terborg, 1981). A second obstacle in dealing with the effect of person-environment ctions has been the difficulty in determining the appropriate tualization and measurement of both the person and the environment es. It has been suggested that a model which describes the person es and the situational variables within one classification scheme a fruitful strategy (Sims, 1983).

developing a model which concerns the interaction and congruence features of the person and the environment, the major classes of es that constitute the person and environment must be isolated. roposed here that the match or congruence between personality- racteristics of people and characteristics of the organizational ent (or organizational climate) affects individual responses in place. The following sections describe the variables chosen to the environment and the person and present a discussion of issues for utilizing such variables in research.

Environment - The Climate Concept

In the analysis of the environment, the concern is with anizational climates. The concept of climate appears to be a useful nt of departure for considering the match between attributes of ple and the social/situational context of the organization. Climate been defined as a "set of attributes which can be perceived about a icular organization and/or its subsystems and that may be induced the way that the organization and/or its subsystems deal with their ers and environments (Hellriegel & Slocum, 1974, pg. 256). Climate rs to a broad class of perceptual variables that reflect individual organizational interactions and affect individual behavior in nizations (e.g Glick, 1985; James & Jones, 1979; Schneider & ers, 1983). Employee perceptions play an important role in climate aches to understanding behavior at work (Schneider & Reicher, . It is assumed that individuals attempt to develop and to employ ptions of the situation for the functional purpose of achieving fit the situation by apprehending order and gauging the appropriateness navior (James, Hater, Gent, & Bruini, 1978; Schneider, 1975). nenologically, climate is external to the individual; yet tively, climate is internal to the extent that it is reflected in dual perceptions (Taguiri, 1968). The perceptual judgment process ed in climate measures is also intended to be descriptive, rather valuative (Hellriegel & Slocum, 1974; Naylor, Pritchard & Ilgen, Schneider & Snyder, 1975). Thus, climate refers to a set of tes based on individuals' perceptions of aspects of the work

onment (James, 1982).

Climates can also influence individual behavior and attitudes.
ider (1975) suggests that climates may foster or inhibit certain
es like creativity, interpersonal harmony, professional growth,
forth. Thus, certain climates could provide for, support, and
employees' needs and desires. At present, evidence suggests that
ersonal relationships, reward systems, supervisory practices, and
es of the organizational structure can affect job-person
onships (e.g. Brass, 1981; Oldham, Hackman & Pearce 1976; Pierce,
, 1979; Pierce, Dunham & Cummings, 1984; Sutton & Rousseau, 1979).
attributes of the work context can be viewed in terms of climate
ions. Issues related to climate conceptualization and measurement
scussed below.

<u>evel of Analysis</u>. An important distinction in climate has been
tween psychological climates and organizational climates (cf.
Jones, 1974). At the individual level, psychological climate
n defined as a set of attribtues based on the individual's
vely based descriptions or perceptions of the work environment.
ational climate represents shared perceptions of the work
ment across individuals. Because perceptions of climate are
ly reality-based, climate is capable of being shared in the
at organizational members may agree upon the climate of the
tion or group (Schneider, 1975; Tagiuri, 1968). Thus,
tional climate is conceptualized as a summary perception or
mpression of what the organization is (Schneider & Snyder, 1975)

summated, averaged meaning that people attach to particular
res of the work setting (Schneider & Reichers, 1983). In the
nt study, the interest is in defining attributes of the
izational situation, therefore, organizational climate is the
priate level for conceptualization.

Perceptual versus Objective Climate. Although a perceptual
tion of organizational climate is generally accepted (Pugh,
n & Wall, 1976), dissenting opinions do exist (e.g Drexler, 1977;
& Butterfield, 1978). Some regard organizational climate as a
teristic of organizations (e.g. Glick, 1985) and advocate measures
ective, rather than subjective, organizational climate.
here have been few studies of climate which compared objective and
tive measures in order to examine their convergent validity (Payne
1976). Most studies have compared perceptual climate measures
ctive or statistical indices such as size, resources, average
gence of organizational members or examples of behavioral
tions (e.g. Astin, 1963; Barker, 1963). Results from such
have shown that perceptual climate measures do correlate with
ve, non-perceptual measures (Payne & Pugh, 1976).
gardless, it is argued here that perceptual measures are a better
for examining the relationship between climate and personal
s. The linkage between objective environmental characteristics
vior is much further apart than the link between perceptual
and the behavior of organizational participants (Campbell,
, Lawler & Weick, 1970). That is, characteristics that

tive measures tap only indirectly effect behavior in organizations, as the characteristics that perceptual measures explore are more ly tied to the individual and directly affect the behavior of izational participants (e.g. Indik, 1968; Lawler, Hall & Oldham, James & Jones, 1976). Studies exmaming the relationship between cteristics of organizational structure/technology and job attitudes otivation have consistently found that perceptions of the work nment are important mediators in the relationship (cf. Newman, Oldham & Hackman, 1981; Rousseau, 1977, 1978), although response ay be a potential problem in some of these studies. Thus, tions of organizational climate are useful constructs for defining levant situational context in person-environment congruence models e the perceptual measures are closer to actual outcomes and may e a greater level of explanation (Campbell, et al., 1970).

ltidimensionality. The concept of organizational climate as a perception about an organization does not imply that the concept imensional (Schneider & Snyder, 1975). An individual can e his or her organization in any number of ways, depending upon text of the organization. For example, people may perceive the as innnovative and supportive and structured (Schneider & 1975). Conceptually, climate is multidimensional. Only when measures of multiple climates are used in research will they be or understanding specific organizational issues (Schneider & , 1983). Schneider and Reichers (1983) argue that the reason climate measures will have little utility is analogous to the

son why global personality measures fail to predict individual
ferences in performance at work. Measures which lack criterion
evance yield lack of criterion predictablity. Unfortunately, we are
yet in the position to be able to specify which climate dimensions
relevant for understanding particular criteria in specific groups in
organization (Schneider, 1975).

Approaching person-environment congruence from a climate
pective should be a fruitful approach for several reasons. First,
xamine the effects of situational and person attributes on outcomes,
situational attributes must be obvious to and influential on the
vidual. Because climates are based on individuals' perceptions of
ork context, they implicitly link the individual and the
izational situation. Secondly, climate allows for specifying
ple attributes of the situation, each of which may have different
ts on outcomes depending on the multiple attributes of the
iduals operating within the climates. Finally, Halpin and Croft
) made an analogy between climate and personality. Climate has
treated analogously to personality in the sense that people tend to
ersonality-like attributes onto the organization. People treat
izations as if they possess personality-type characteristics.
fore, it should be possible to develop a model between climate and
al attributes such that the attributes can be specified using
r dimensions.

Person - The Personal Orientation Concept

What are relevant factors which constitute the person? It is ble to cluster person variables into three sets: 1) demographic cteristics, such as race and gender; 2) skills and abilities; and rsonality-type variables, such as needs, preferences, traits and es. Both the demographic and skills and abilities categories have ved considerable attention in research. In particular, demographic rs are frequently used to refer to individual characteristics; er, these variables may not be the psychological and personal utes that are important for understanding organizational ena. It is imperative to select appropriate psychological and al attributes, not simply "handy" or readily available ones. From ividual perspective, there are many as yet unspecified itional or personal characteristics that could account for a ntial proportion of variance in job attitudes (Staw & Ross, 1985) aviors. Unfortunately, these variables have received relatively research attention. Therefore, in this study, the concern in the lysis of the person is with personality-type constructs.

term personality, broadly defined, refers to any feature that erizes individuals and distinguishes them from one another y, 1978). While Nunnally distinguishes other sentiments such as es, values, interests, and preferences from personality, he es the inclusion of sentiments in a definition of personality. purpose here, the term personal orientation will be used to sets of preferences, values and beliefs about oneself in

elation to the environment (Cooke & Rousseau, 1983). Personal rientations can be included within the general concept of personality.

It is suggested here that some of the individual characteristics hich are important for understanding organizational behavior and ttitudes are the personal orientations, or values and desires of eople, with respect to features and attributes in the work situation. using personal orientations as the revelant person factors, two ssues are of primary importance: 1) level of measurement and 2) ability of personality constructs. Each is discussed below.

Level of Measurement. Personality theories offer proposals about e genetic "core" characteristics of the personal as well as sets of quired "peripheral" characteristics (Maddi, 1976). The structure of rsonality can be understood as deriving from sets of core tendencies ound which acquired motivational, cognitive, affective and behavioral ructures develop (Wilson & Aronoff, 1985). The intent here is not to ress the details of the core and peripheral tendencies of ividuals, but rather to highlight the importance of the distinction the investigation of personality effects in organizational avior.

The core structure refers to the underlying needs and motives of a son which can be biologically based, conscious or unconscious, and/or eloped through life experiences. They activate the individual to out certain types of responses from the environment. Definitions he core range from tendencies to maintain a state of equilibrium, to organism's requirement for certain types of reinforcement, to a

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ce that must be discharged (Maddi, 1976). The major propositions
ut the human core can be found in the works of Frued, Fromm, Jung,
kson and Maslow. Because core tendencies are imbedded deep within
individual, they are difficult to identify and hence, do not provide
h utility for researchers. However, peripheral characteristics are
ieved to develop around the underlying core needs and are more
ervable manifestations of the personality structure.

Acquired or peripheral characteristics, often termed traits, are
positional factors that account for regularities in behavior
noff & Wilson, 1985) and are assumed to be derived from core
lencies and experiences. Personality traits are thought of as broad
rlying dispositions that exert a generalized influence on behavior
chel, 1968). Similarly, in the cognitive literature, deep
ctures and surface structures are delineated. Deep structures refer
he underlying mental structure and processes from which the surface
bservable manifestations of behavior are derived (Chomsky, 1957).
use the peripheral characteristics or surface structures are more
ly related to manifestations of persons' attitudes and behaviors,
peripheral characteristics should contain significant power to
in behavior in social and organizational situations (Wilson &
ff, 1985).

The personal orientations used here refer to surface structure
res of personality. It may be that the personal orientations are
estations of underlying general personality structures, but at
nt, this issue is of less importance. To examine the effects of

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climate-personal orientation congruence, it is more important to identify the personal characteristics that reflect consistent and measurable orientations of people that are specific to the work environment. Broad personality traits are not desired, rather, specific work related orientations that are relevant to the work situations should be used to maximize criterion relevance and predictability.

Stability of Personality. Personality research has been criticized for its lack of evidence regarding the consistency and stability of personality constructs (cf. Mischel, 1977). This criticism does not stem from the notion that self-descriptions of personality or trait dimensions are inconsistent over time; considerable stability has been demonstrated. The problem is that the construct of personality rests on the belief that individual behavioral consistencies exist; the personality constructs are believed to influence behavior. The bulk of research has failed to provide confirmatory evidence that consistencies in behavior exist, especially across situations (Mischel, 1977).

The issue of consistency has been refuted, primarily by recognizing that single behavioral measures tend to have a high error component. When relatively extensive samples of behavior are collected and aggregated, the stability of behavioral measures increases as well as their correlations with personality indicators (Epstein, 1977). Studies supporting consistency in personality and attitudes using multiple-act aggregate measures have been discussed in several papers (cf. Bagozzi & Burnkrant, 1979; Epstein, 1977; Jaccard, 1977).

Stability in job attitudes and personality in organizations has

also been demons

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also been demonstrated. Staw and Ross (1985) argued for a dispositional approach to job attitudes by showing that job satisfaction remained consistent over a five year period, even when individuals changed jobs. Further, prior level of job satisfaction was a better predictor of subsequent satisfaction than either pay or job status. In a longitudinal study investigating the relationships between personality change as measured by the Guilford-Zimmerman Temperament Survey and characteristics of jobs as measured by the Job Diagnostic Survey, Brousseau and Prince (1984) found changes in personality scores were significantly related to certain job features. However, the magnitude of the coefficients were small. Similar results were obtained in a ten year study reported by Kohn & Schooler (1982). Kohn and Schooler showed that performing jobs with high amounts of complexity slightly increased individuals intellectual flexibility and self-directedness (high personal standards, opposition to authoritarianism) over time. Taken together, the research implies that personality characteristics tend to be stable over time and thus may be useful for examining interactions between personal orientations and climate for predicting behavior and attitudes in organizations.

Overview

The present research focuses on the matching of individuals' personal orientations and organizational climates. People differ in their preferences, desires, motives, and orientations for work. Similarly, organizations differ in their climates. It is proposed that the congruence between personal orientations and the organizational

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climate will affect individual attitudes and behavior. More specifically, the match between people and their organizational climates will be reflected in greater satisfaction, performance, commitment, adjustment and involvement, and less stress, absenteeism and intention to turnover.

In this paper, a general model is developed that illustrates the effect of orgnanizational climate-personal orientation congruence on individual level outcomes. Two hypotheses relevant to the model are presented. Before discussing the specifics of the model and hypotheses, it is necessary to explore some issues for considering person-environment congruence. Therefore, interactional psychology and the principle of congruence are described below in order to provide a theoretical foundation and rationale for the proposed study.

Theoretical Foundations

Two theoretical concepts underlie this general hypothesis that the match between organizational climate personal characteristics influence individual behaviors and responses. The first assumption is that individual responses result from the interaction between people and the environment. A second assumption is that while consideration of both the individual and situational factors are necessary for understanding behaviors and attitudes in organizations, congruence between characteristics of the person and situation is a more favorable state for individuals and organizations than a state of incongruence. The interactionist perspective and the principle of congruence are discussed briefly below.

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Meaning of

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The importance of person by situation interactions as major terminants and predictors of attitudes and behavior has been raised on ny occasions (e.g. Bower, 1973; Endler & Magnusson, 1976; Lewin, 1951; berts, et al., 1978; Schneider, 1983). The interactionist perspective nies the primacy of either traits or situations in the determination personality or responses and emphasizes a continuous multidirectional teraction between personal characteristics and situational aracteristics (Endler & Magnusson, 1976; Schneider, 1983; Terborg, 81). Interactionism posits that behavior follows from transactions tween persons and setting (Schneider, 1983b).

Terborg (1981) outlined four basic propositions of interactional chology: 1) actual behavior is a function of a continuous process of tidirectional interaction or feedback between the individual and the uation encountered; 2) the individual is an intentional, active agent this interaction process, being both changed by situations and nging situations; 3) on the person side of the interaction, the ential determiners of behavior are cognitive, affective, and ivational factors and individual ability; and 4) on the situation e, the essential determiners of behavior are the psychological ning of situations for the individual and the behavior potential of uations for the individual.

Interactionists believe in the coherence of behavior, which is a tion of the active psychological construction of situations through eption and based on experience. The separation of person from the

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situation is difficult as situations are actively constructed by people (Schneider, 1983). Weick (1979) proposes that environments contain large amounts of chaotic, equivocal information. Individuals focus their attention on and select certain parts of the environment while ignoring the rest. In this way, individuals impose structure and predictability on the environment; they make sense of their environment. People react to situations and create or enact them (Charon, 1979; Terborg, 1981; Weick, 1979).

Based on recent literature regarding interactional psychology (e.g. Magnusson & Endler, 1977; Terborg, 1981; Weiss & Adler, 1984), it appears that person-environment interactions can be viewed from two distinct, yet related, orientations: dynamic interaction and mechanistic interaction. In dynamic interaction, the person and environment mutually determine each other in a process Bandura (1978) terms reciprocal determinism. Bandura (1973, 1977) rejects the view that behavior is exclusively under internal control and the view that behavior is exclusively under external control. Behavior is continuously regulated by the interplay of internal and external sources of influence. That is, environmental stimuli activate reactions and motions, direct behaviors due to their association with differential response consequences, and generally serve as an informational basis for behavioral decision. Simultaneously, internal processes mediate between the actual external event and the psychological representation of that event. Situations evoke, maintain and modify behavior through their informational value. Situations act as information inputs and influence

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ehavior through their effect upon the person's mediating cognitive
ariables. Person variables are important in terms of the way in which
he informational input gets encoded, transformed, and organized. Thus,
hrough cognitive activity, the individual can overcome stimulus
ontrol, and through self-regulation and planning, the individual may
elect and influence situations as well as be influenced by them. The
ffects of this may be strong or weak depending on the characteristics
the situations, and the effects of persons may be strong or weak
pending on the person's idiosyncratic organization of cognitive
tivity. The relationship between situation and persons is
terdependent and reciprocal. The situation provides informational
lue which modify and change the behavior of the person. The person
th organizes environmental input in an idiosyncratic way and selects
generates his or her own conditions (Pervin, 1977). A similar view
taken by Schneider (1983b) in his discussion of individuals'
raction to, selection of, and desire to remain with organizations.
sum, the interdependence of behavior, persons and situations, and the
amic nature of behavior is emphasized in the dynamic interactionist
el.

Investigations of dynamic interactionism require longitudinal
earch designed to reflect ongoing reciprocal influences between
son and environmental characteristics. At any one time, however, the
son or environment characteristics are temporarily treated as the
ndent or independent variable. Few studies of dynamic interactional
cts have been reported (Kohn & Schooler, 1982 is a noteworthy

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xception). Rather, most organizational scientists have relied on echanistic interactions between people and environments.

In mechanistic interactional designs, behavior is believed to be a oint function of the person and the situation. Consideration of both rson and situational characteristics is typified in Lewin's (1951) ll-accepted equation, B = f(P,E) which indicates that behavior is a nction of both the person and the environment.

The particular manner in which these person and environmental aracteristics are combined can vary. Examples of four ways to view teractions between personal characteristics and environmental or tuational characteristics are pictured in Figure 1-1. As indicated in e first diagram, the effects of personal characteristics on responses n be viewed as at least partially dependent on, or moderated by, tuational factors. Similarly, the second diagram indicates that the ationship between situational characteristics and responses can be derated by personal characteristics. The third diagram shows eractionism as a joint, additive function of both personal and uational characteristics on responses. Finally, interaction can be sidered as the independent effect of person and environmental racteristics, as well as their interactive effects on responses as tured in the fourth diagram.

In general, then, the interactionist perspective emphasizes that racteristics of persons and situations should be studied as joint rminers of individual attitudes, cognitions, and behaviors (Terborg,). In both Bandura's and Lewin's work, the relationship between the

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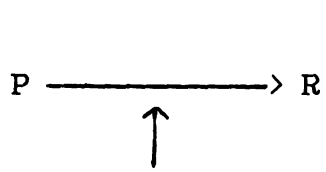
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Figure 1-1

Four Mechanistic Interactional Models

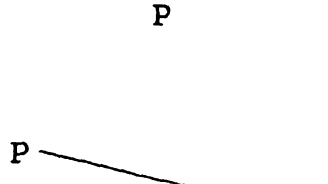
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te. P refers to personal characteristics, S refers to situational

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nvironment and person is emphasized. Yet, little attention is given to
ne point of contact between the two (Pervin, 1977). In other words, an
nteraction "term" is not explicitly included in these frameworks.

Roberts, et al. (1978) proposed a mechanistic-type interactional
ramework for considering person and situational determinants by
tending Lewin's statement to include explicit interactions between
rson and environment characteristics. Roberts, et al. (1978)
amework is stated by the equation: $R = f(U, E, U \times E)$. In this
rmulation, R represents an array of responses and indicates that
ganizational scientists are interested in responses in addition to
naviors (e.g. attitudes). U is a vector describing relatively
during characteristics of the responding unit or person. E refers to
set of environmental characteristics, assessed independently of the
sponding units under investigation. Independent assessment of
vironment is a departure from Lewin's framework. Roberts, et al.
ue that independence is necessary to avoid method variance problems
to determine whether variance in responses is more attributable to
ective or perceived environmental characteristics. Finally, in
ordance with the hypothesis that unit and environmental
racteristics influence responses seperately and may interact with
n other to influence responses, U is multiplied by E. It is
gested that the U x E interactions be specified through careful
lication of models and theories while simultaneously considering
r theoretical relationship to responses.

In applying the interactionist perspective to the investigation of

limate and personal orientation interactions, the mechanistic
nteractionist model of Roberts, et al. (1978) is a useful framework.
hile the importance of reciprocal or dynamic interaction should not be
nored, a mechanistic model is a useful starting place for climate-
rsonal orientation research. It is important to first determine if
rsonal orientations, climate, and the interaction of the two do, in
ct, influence individual responses at a given point in time. Further,
e Roberts et al., framework is useful because it allows for arrays of
ltiple responses, personal orientations, and climates, rather than
ngle variable-single situation models. The importance of multiple
cets of persons, situations, and responses as well as cross-
tuational research is highlighted by Terborg (1981). The
teractionist perspective as it applies to climate, personal
ientations, and the model for this study will be discussed later.

The interactionist perspective emphasizes the importance of both
rsonal and situational characteristics for understanding responses,
little theoretical explanation as to how these two factors interact
been provided by interactionist authors (Pervin, 1977). The notion
congruence seems to be the most appealing explanation of how personal
situation features interact.

Principle of Congruence

The principle of congruence (Aronoff & Wilson, 1985) proposes that
is necessary to match the characteristics of the person and the
ation in order to provide the most productive environment within
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quite effective; the optimal situation is one in which the personal and social/situational characteristics are matched so as to enhance satisfaction and productivity. Conditions failing to reach this kind of match will lead to a state of incongruence which has negative effects on outcomes.

Congruence in Social and Personality Psychology. The importance of congruence between personality and situational factors has long been recognized in the areas of personality (e.g. Murray, 1938; Pervin, 1968), group dynamics (e.g. Bales, 1970; Tuckman, 1965) and education (e.g. Getzels, 1969). Pervin (1968) reviewed the experimental literature in these areas to substantiate the importance of person-environment congruence for individual performance and satisfaction. He proposed that for each individual there are environments which more or less match the characteristics of the individual's personality. The "fit" of the individual to environment is reflected in high performance and satisfaction and little stress whereas a "lack of fit" is viewed as resulting in decreased performance, dissatisfaction and stress.

The educational literature, for example, supports a significant interaction between anxiety of students and instructional methods, such that highly structured teaching approaches are favorable for highly anxious students while low anxiety students show better achievement with more participative instructional approaches (Gagne & Dick, 1983). However, as Gagne & Dick (1983) note, the interaction between individual attributes and instructional treatments do not typically yield large effect sizes. This finding is consistent with most of the literature on

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person-environment interactions. It is not known, however, whether these findings are due in part to methodological limitations. That is, when removing the main effects of individual attributes and situational characteristics first, there may be little variance left for the effect of the interaction on outcomes.

While notions of congruence and interactionism are generally accepted, no one theoretical framework, that this researcher is aware of, has actually specified the elements involved and the mechanisms through which the interaction occurs. After an extensive review of the social and personality literature, Aronoff & Wilson (1985) developed a model of congruence through which 12 personality dimensions, situational variables (physical and coworker attributes), task characteristics (ambiguity, complexity, difficulty, importance), and group structure variables (e.g. power system, reward system, role differentiation) determine the level of group performance. They propose that when the state of the major social variables is congruent with an individual's predominant personality characteristics, the person will reach his or her highest level of performance. Specific predictions are made between the particular levels of situational variables and personality variables that will maximize performance. To illustrate, they suggest that people with dependent personalities work best in situations with few stressors in the physical environment, low levels of task attributes, an influence system based on reward power, and reward allocation based on time spent on task. Although the authors note that few of the basic processes in the model have been completely explored, their theory of interaction

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d accounts for a wide range of human behavior which can be put to
pirical tests.

Thus, based on previous reviews of social and personality research,
appears that the principle of congruence may be a fruitful avenue for
edicting individual responses. However, the generalizability of such
inciples to organizational research domains should be viewed with
ution. The person-situation research upon which the aforementioned
ngruence models are based consists primarily of empirical
vestigations in controlled and contrived laboratory studies. Such
search has a major shortcoming. The presence of an interaction or of
in effects depends on the heterogeneity of both the person factors and
e situaton factors. Due to the high degree of control researchers
ve in experimental settings in selecting levels of personal and
tuational characteristics, the main effects and interactions can be
ewed as artifacts, unless truly random experimental designs are
loyed (Schneider, 1978; Terborg, 1981).

Career Theory. The usefulness of congruence between personal
entations and occupational environments has been recognized in the
a of vocational choice. To illustrate, Holland's (1973) notion is
t vocational choice is based on the match between people (as measured
their interests and aspirations) and vocations (as measured by the
es of activities performed). Both personal orientations and
upational environments can be classified according to six categories
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rtistic. His theory is that a good fit between the person's type and he occupational type will result in desired outcomes for both people nd the organization. In short, artistic people should pursue artistic ccupations, intellectual people should pursue intellectual occupations, nd so forth. People choose to be in environments similar to their own ersonal type.

Holland's views on vocational choice are also applicable to ganizational choice. It has been suggested that such a scheme for assifying occupations has implications for understanding how rticular organizations, because of the people in them, develop fferent kinds of climate (Schneider, 1983b). The organizations (as posed to vocations) people join are similar to the people who join em. However, this notion has not been researched.

Schein's (1978) explication of career anchors is another example of rson-environment congruence in vocational choice. He reports that tives and values of individuals prior to school graduation were not liable predictors of careers because persons made discoveries early in ir careers about matches and mismatches between their own needs, ents, and values and requirements of the organizational environments which they were working. In short, people were trying to discover a eer anchor which is defined as a set of needs, values, and talents a son is least willing to give up if forced to make a choice. He gests that consideration of a single set of motivations or values (a gle career anchor) which determine occupational choice may not be luctive. Rather, any given occupational category can meet a variety

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f needs and use a variety of talents (Schein, 1980). By implication, t might be assumed that it is different organizational climates which an provide environments to meet indiviudals' career anchors, rather han viewing it at an occupational level.

Organizational Psychology. In organizational research domains, the rinciple of congruence and job-person interface is evident in three jor areas. As mentioned earlier, one approach has focused on matching ills and abilities of individuals with job requirements. Evidence of is approach is seen in a) selection strategies whereby candidates who e most qualified to perform a particular job are identified rousseau, 1984) and b) training in which attempts are made to maximize t by upgrading the skills of individuals to better match the job quirements (Muchinsky, 1983). Research has shown that the better fit a person's ability to the requirements of a job, the more likely the b will be performed competently (Pearlman, Schmidt & Hunter, 1980).

A second approach to congruence, job scope, has given personal-type aracteristics, rather than skills and abilities, a more substantial e in the person-job interface. In the Job Characteristics Model, the ands and opportunities of jobs must mesh with the personal needs and ls of employees who work on them to increase individual employees' itudes and behaviors (Hackman & Lawler, 1971; Hackman & Oldham, 6). For example, the model assumes that the more complex a job is, more likely it is that a person who possesses a high need for sonal growth and development will be satisfied. Mismatches occur n individual's personal needs, goals and interests do not mesh with

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ne characteristics and activities of jobs. The prime focus of the job haracteristics model is a description of the influence of core job haracteristics on the psychological states and subsequent behavioral eactions of workers. Personality is introduced to specify the type of erson for whom the model is more or less predictive, however, the nction of personality is to "fine-tune" the model, rather than being a entral component of the theory (Mitchell, 1979). The personality nstructs used in job scope research are almost exclusively tivational variables in the form of needs or values, most commonly, gher order needs or growth need strength (cf. Hackman & Oldham, 1975).

In recent years, there has been some controversy over the validity personality or growth need strength moderators in job aracteristics-outcome relationships. Several authors (Aldag, Barr & ief, 1981; Roberts & Glick, 1981; White, 1978) indicated that some rson-situation interactions related to job scope have been found, but en when they were found, they tended to be modest and inconsistent. fact, they suggested that the search for individual difference erators of the relationship between job scope and worker responses be ndoned completely. A recent meta-analysis (Loher, Noe, Moeller & zgerald, 1985), however, refutes these conclusions. Employee growth d strength was found to be a significant moderator of the job racteristics-satisfaction relationship. Yet, there are still some ortant and unexplained issues in the job scope literature.

Weiss & Adler (1984) note that the findings in this area may not be construct bound by focusing mainly on motivational

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haracteristic as moderators, they are to a large extent measurement-
ound (using primarily the Growth Need Strength scale of the Job
escription Survey) with an instrument whose construct validity has been
eriously questioned (cf. Aldag & Brief, 1975) and whose personality
onstruct is drawn from Maslow's thoery which has also been criticized.
us, the potential for personality to be an important component in job
ope has not been fully tested. In addition, the impact of common
thod variance in assessing the moderated relationship of growth need
rength in the job characteristics-job satisfaction relationship has
t been addressed (Loher, et al, 1985). Further, in the Loher, et al.
985) meta-anlaysis, the variance accounted for in the correlation for
e high growth need strength group was essentially eliminated after
ntrolling for sampling error and measurement unreliability; however,
e variance in the correlation between job characteristics and job
tisfaction was still large for the low growth need strength group.
arently, there may be other external situational characteristics
g. climate) that influence this relationship.

Summary. In the brief overview of person-environment congruence in
literature areas reviewed, the dominant theme that emerges is that
gruence is a desirable state. A match between personal
racteristics and environmental characteristics maximizes outcomes.
empirical work, however, has provided either mixed support or small
ect sizes for interactions. Across eighteen comparisons, Bowers
73) reported that the average variance due to persons was
roximately 13%, variance due to situations was approximately 10%, and

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Blood and Mullet (1977) criticized the use of "conventional" moderated regression as an appropriate method for the analysis of moderating effects or interactions in organizational research. In the conventional strategy, the two "independent" variables are entered first into the regression equation, followed by the cross-product of the two variables. Blood and Mullet (1977) argue that this order of entry of variables severely limits the ability to detect interactions. They assert that when the interaction term is entered into the regression last, it has little capacity to explain variance since virtually all of the variance has been accounted for by the main effects. Therefore, they argue that the interaction term should be entered first (backward entry). However, Hollenbeck and Stone (1984) demonstrated, in a Monte Carlo simulation, that studies which use either a backward entry procedure or a subgrouping procedure obtain results which may be seriously biased or incorrect. Conventional moderated regression was argued to be the most appropriate strategy for analyzing interactions and it allows researchers to evaluate whether interactions explain variance beyond that explained by the main effects. Relatively few studies, however, have assessed interaction effects using a moderated regression procedure.

Further, most psychological researchers adopt either a situational or dispositional view of behavior, rather than an interactionist position. However, reviews of personality and social psychology studies

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ndicated that attitudes alone rarely account for as much as 10% of the ariance in overt behavior (Wicker, 1969); correlations between spositional or personality variables and measures of experimental havior rarely exceed .40 (Nisbett, 1980) and situational effects on havior achieve correlations, on the average, slightly less than .40 under & Ozer, 1983). Thus, person and situational main effects or teractions do not seem to account for a great deal of variance in plaining behavior.

At this point, one might question whether such an interactionist proach is fruitful. I suggest that the congruence notion of person-vironment interaction is a compelling one. The major problem with the tion is that it has not been applied in a very systematic fashion, nor it provided direction for defining the underlying components of ch. Some of the issues which should foster successful use of the gruence perspective are explored below so that they can be applied to development of an organizational climate-personal orientation gruence model.

ues in Congruence

Failure to find consistently stronger interaction effects in earch domains can be attributed to several factors related to how son-environment congruence is viewed. These issues can be divided conceptual/operational and content concerns.

Conceptual/Operational Concerns. One potential problem for sidering congruence is the relative role the personal and ronmental factors play in the theory. Both person and environmental

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mponents must be an integral part of the framework in order to valuate the matching of the two. Weiss and Adler (1984), in reference personality components, propose that one test of centrality would be ask whether the theory would still exist coherently if the rsonality variable were removed. A similar test should be applied to e situational component. In career theories and selection, for ample, both personal characteristics or interests and situational aracteristics are given equal importance in determining occupational oice or predicting work performance. If consideration of persons' terests were removed from Holland's career theory, predictions would impossible. On the other hand, in the Job Characteristics Model, rsonality is given a more peripheral role relative to other components the theory. Personality is used to establish some boundary ditions for the effectiveness of the model (Mitchell, 1979), but the del would still be coherent without this factor (Weiss & Adler, 1984).

Related to centrality is the specification of linkages between the rsonal, situational, and outcome variables. In selection, for mple, personality-criteria links are rarely elaborated (Weiss & er, 1984) which may contribute, in part, to the lack of dictability for personality in selection research. In expectancy ory, however, the linkages between individuals' desires for rewards situational outcome contingencies are more clearly specified and the el has more success.

Another factor which researchers interested in the notion of truence might consider is the classification scheme for the personal

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and situational factors. Sims (1983) argues that commensurability between person and job factors is important in congruence models. In other words, he argues that the individual variables and the environmental variables should be assessed in the same language or with the same classification scheme. If, for example, affiliativeness is the conceptual framework for discussing person variables, then an equivalent notion should be adopted for the environmental variables, such as an affiliative climate among workers. Commensurability is similar to the concept of composition theories discussed by Roberts, et al. (1978) in dealing with multi-level research. A composition theory specifies relations among forms of constructs represented at different levels of analysis (Rousseau, 1984) whereby the variables of interest must have similar meanings across levels. Holland's career theory is a prime example of a commensurate theory as both peoples' interests and occupations can be classified within the same six categories. Yet, in most studies, situational and dispositional influences are rarely measured in the same terms (Funder, 1982).

Correspondence is also important with respect to the level of specificity of measurement of the person and situation factors. In reference to attitude and behavior links, Ajzen & Fishbein (1977) argue that the failure to find stronger attitude-behavior links may be due to the lack of correspondence between the attitudinal predictors and the behavioral criteria. That is, attitudes are typically measured at a general level, while the behavior or action measured is quite specific. the attitude is an evaluation of a more specific action toward a

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iven target and the corresponding behavioral criterion is a matched ingle act, then the strength of the attitude-behavior link will be nhanced. A similar argument can be applied to the measurement of ersonal and situational characteristics. When we measure personality raits at a general level and try to match them with specific tuational characteristics, we are unlikely to find strong teractions. But, when the level of specification for both factors is ther general or specific, stronger relationships should result.

In a similar vein, it has been posited that the disappointing ndings for personality variables in organizational research may be due the fact that the personality measures were not job-relevant. Most ructured personality inventories have not been developed with the pectation that they will be used in an employment situation (Schneider Schmitt, 1986). Recent evidence suggests that personality measures ich are tailored to the job are useful predictors of performance (cf. gh, 1984; Mills & Bohannon, 1980). Further, personality measures h a work-related emphasis have been found to interact with the type job in affecting performance, satisfaction and commitment (cf., Reilly, 1977).

Content Concerns. Interactionist and congruence perspectives do identify the relevant situational units for analysis (Endler, 1981; org, 1981). What constitues a relevant "situation" in work rience has not been specified (Weiss & Adler, 1984).

Most approaches to person-job fit in organizational research areas taken a very narrow perspective by focusing on task attributes and

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ob activities or reward systems. However, the understanding of
rganizational behavior will not advance if we are concerned exclusively
ith correlations between the characteristics of individuals and task
erformance; organizational variables, such as climate, must also be
ncluded. Congruence must exist between the characteristics of the
ternal organizational situation and the dominant behaviors of the
ployees performing within that environment (Mealiea & Lee, 1979).
ganizational features can have an impact on people that is essentially
dependent of the impact of their ability levels (Schneider, 1978).
rther, there are a wide variety of organizational conditions, aside
om characteristics of jobs, which impact individual behavior.

Recognition of the importance of fit between individuals and the
re general practices and environment of the organization is not new.
rner and Lawrence (1965) noted that a selection policy favoring
kers whose values and behaviors are noticeably different from the
evailing norms of a particular situation may lead to unintended or
gative consequences. Schneider and Schmitt (1986) state that
anizational goals influence climate and if "the behaviors required
effective performance differ as a function of organizational goals,
n goals also determine what kinds of people will be required by and
isfied in the organization (pg. 62)."

Thus, congruence research needs to consider a wider range of
anizational and individual variables. Schneider and Schmitt (1986)
pose a useful model for congruence which incorporates four categories
issues that can influence individual behavior at work: individual

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attributes, job characteristics, organizational practices and procedures and the larger environment (see Figure 1-2). They assert that these four critical elements are reciprocal such that they interact and influence each other. Further, the effectiveness of organizations depends on the extent to which the four elements match each other. Congruence-type research, however, has typically focused on only one or two of the variables in the models, primarily on congruence of job characteristics and individuals' attributes.

Aspects of organizational features have been shown to impact individual responses. A leadership style of consideration and task orientation can lead to decreased absenteeism, lower grievance and higher satisfaction, while participation in decision making can increase workers commitment to decisions (Schein, 1980). Peters and O'Conner (1980) found that systematic differences in work situations, including required help from others and the physical work environment, exist and determine whether or not an employee can be more effective. In his review of the satisfaction literature, Locke (1976) identified conditions conducive to job satisfaction, many of which indicate that interactions between personal and situational features account for the satisfaction a person will derive. For example, satisfaction results when just, informative rewards are given which are in line with a person's aspirations and when work conditions facilitate accomplishment of the person's own work goals.

It is beyond the scope of this paper to review all of the literature which examines organizational features which impact



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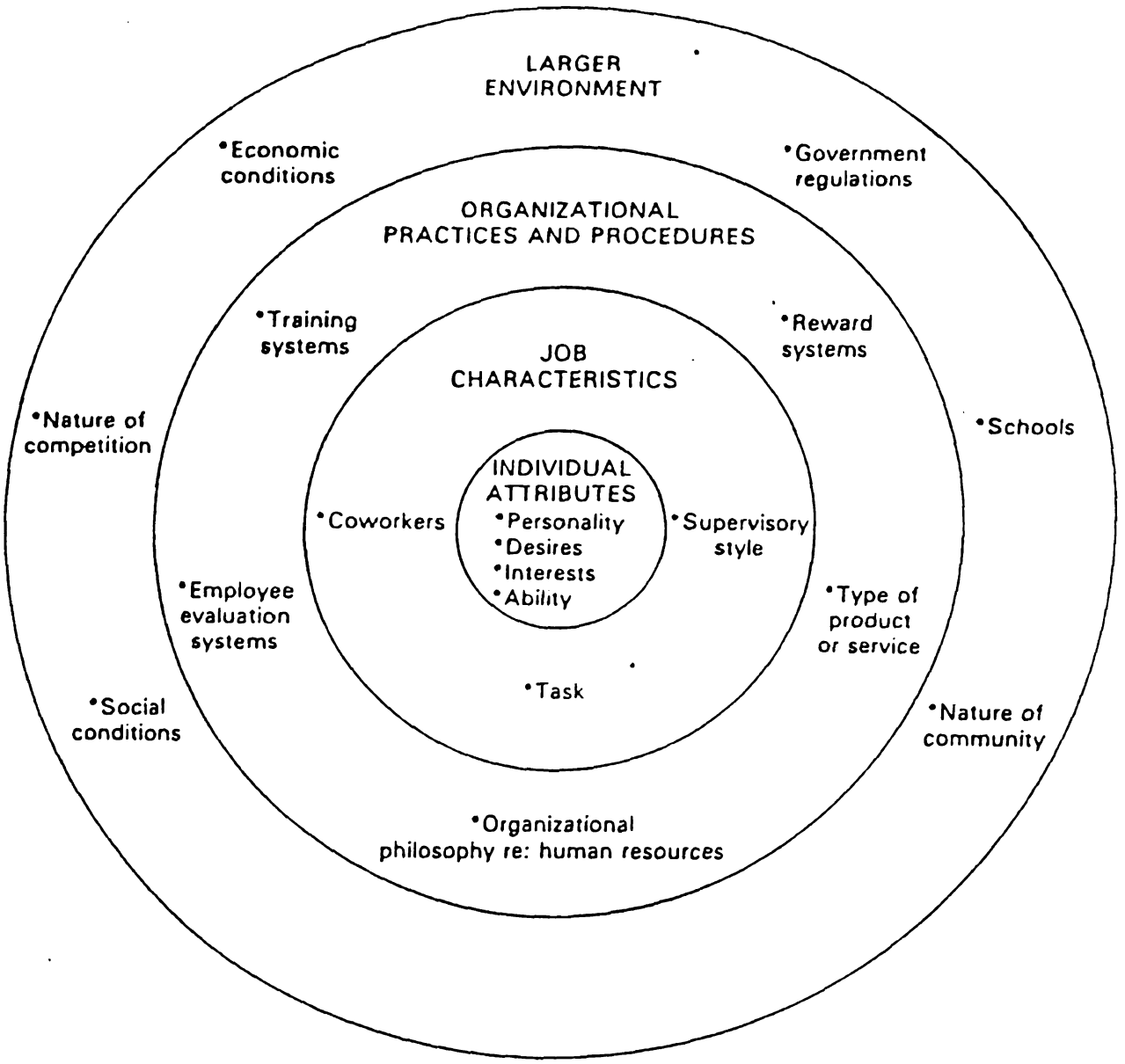


Figure 1-2

Some Variables of Impact on Employee Satisfactoriness and Satisfaction in the Work Setting

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individual responses. However, the reward systems, supervisory style, organizational values and goals and the organization's potential for satisfying a person's needs and desires, to name a few, are important features in the environment that should match personal orientations in order for individuals to be satisfied, comfortable and productive in the organization.

A problem with most organizational research on congruence is that only one or two situational attributes and one or two personal characteristics are examined in a single study. Focusing on a narrow range of variables can be problematic (Bem & Allen, 1974) in that the narrow range may not capture the relevant set of dimensions or variables that are reasonably useful for the population or organizations of interest.

The consideration of multiple dimensions in a single study may be a more useful approach. Attitude is a multidimensional construct and that simultaneous consideration of several dimensions will provide better prediction of behavior than consideration of a single attitudinal dimension alone (e.g. Norman, 1975). Bagozzi and Burnkrant (1979) found that an attitude-behavior relationship was strongest when the attitudinal measure was divided into two scales that matched behavioral criteria scales.

A slightly different argument has been made in the personality literature. The failure to find strong relationships between personality and behavior has been attributed to inadequate sampling of behavior. Stability in personality can be demonstrated so long as the

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ehavior in question is averaged over a sufficient number of occurences; ingle items of behavior, like single test items, normally have too high component of error of measurement to permit demonstration of high egrees of stability (Epstein, 1979).

Further, similar to Schein (1980), it can be argued that rather an trying to find one particular personal orientation and match it th one particular aspect of the organizational environment, there are ny personal orientations and situational attributes that can each vary level. This implies that using a range of different personal and tuational constructs may be a more useful approach to matching people d situations and may allow for stronger interaction effects to emerge ace & Stern, 1958). That is, congruence of profiles across a range of rsonality and organizational characteristics should be examined.

What is needed is a framework for organizing some of the ganizational attributes. It is suggested here that the evaluation of anizational climates is a useful way to organize the relevant uational features. The concept of climate can be of use because it ows for identifying a variety of different attributes in the anizational environment, such as affiliation, participation, and so th, and allows for multiple facets to be examined. Further, since mate has been likened to personality of individuals (Halpin & Croft, 3), it should be possible to specify the multiple person and climate ensions in similar terms. Although the complexity of identifying ropriate situational or climate dimensions has been noted (e.g. rickson, 1972; James & Jones, 1979), a reasonable research strategy

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Summary. To apply the notion of congruence in developing models or organizational research domains, it is suggested that four onditions be met: 1) availability of a theory that gives central roles o both person and situation factors; 2) similar classification schemes or person and situation factors; 3) correspondence in level of pecification (i.e., general versus specific) of variables for person nd situation; and 4) job-relevant personality measures. With respect o the content of person-situation models, it is suggested that a roader spectrum of individual and organizational variables be onsidered simultaneously. Research indicates that a wide variety of rganizational attributes, aside from task characterisitcs, influence b-person dynamics. A useful approach for developing a framework of rson and situation congruence is to utilize multiple climate mensions to characterize situational attributes and match them with mmensurate job-relevant personality characteristics. A model lustrating such an approach is presented in the following section. search relevant to the model is discussed, followed by the hypotheses the study.

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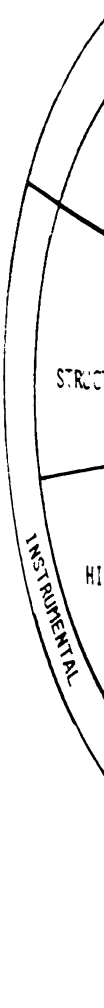
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A Climate-Person Model of Congruence

A hypothesized model for climate-personal orientation congruence is hown in Figure 1-3. The model is an example of how the congruence otion can be used as a guiding framework for climate-personal rientation match. In general, the model proposes that congruence etween the climate dimensions of the organization and the individual's ersonal orientations will affect the individual's behavior and ttitudes. All circles, with the exception of the innermost circle, epresent both organizational climate and personal orientation imensions. The outermost circle indicates that there are three general acets for classifying climates and personal orientations: affective, ognitive and instrumental. There are nine commensurate climate and rsonal orientation dimensions presented in the next circle. The third rcle indicates that there are three commensurate reward climates and rsonal orientations, one associated with each facet. Congruence tween the climate dimensions (including reward climates) and personal ientation dimensions (including reward orientations) is hypothesized effect the eight individual outcome variables listed in the innermost rcle. The total pattern of congruence between personal orientations l climate is believed to be more predictive of the outcomes than any ngle aspect of either the personal orientations or the climates. The ucture of the model and a rationale for model components are cussed below.


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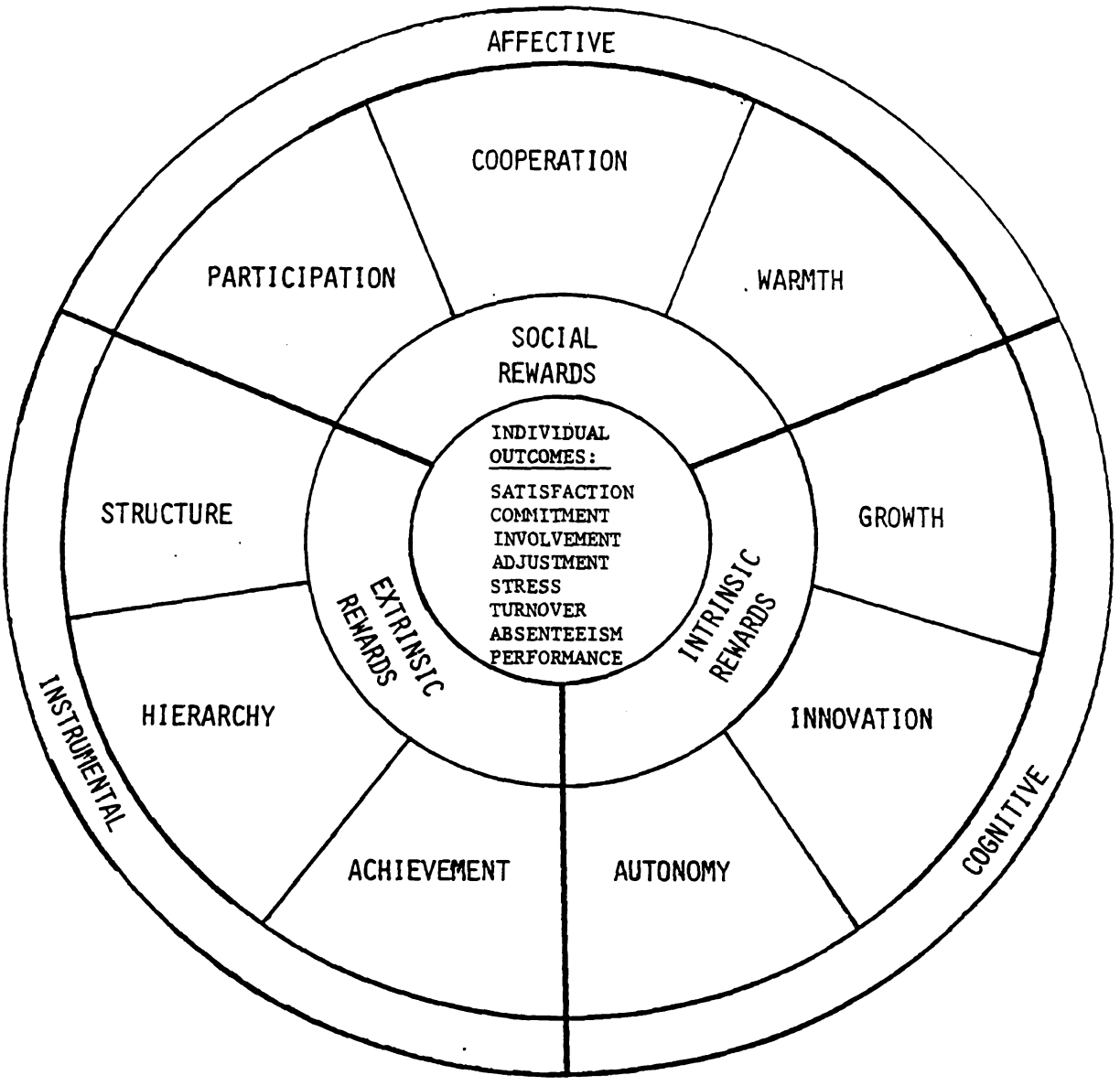


Figure 1-3

Organizational Climate-Personal Orientation Model of Congruence for Individual-Level Outcomes

ructure of the Model

The general structure of the model in Figure 1-3 hypothesizes that ere are three primary facets, each of which has three subdimensions cluded within it and one reward dimension. The reward dimensions are erationalized and viewed as an additional dimension within each facet, milar to the subdimensions within a facet. The reward dimensions were aced separately from the climate and personal orientation dimensions cause only one reward dimension is assumed to be relevant to a rticular reward facet. The reward dimension associated with the facet ts across the three subdimensions within that facet. That is, there not a reward dimension associated with each specific dimension, but ther the reward dimension relates to the general facet which includes particular dimensions comprising the facet. In Table 1-1, finitions for each facet and dimension are provided.

The affective facet is concerned with interpersonal and and social ations among workers - dealing with others in the work environment. is a function of the dimensions of participation in organizational isions and activities, cooperation and warmth. Rewards associated h the affective facet are intrinsic rewards (i.e. praise from ers).

The cognitive facet represents psychological attributes and ludes the dimensions of growth, innovation and autonomy. These nsions are primarily related to the self or individual-involvement ork activities. Rewards associated with the cognitive facet are al recognition, awards and promotions.

Table 1-1

Dimension Defintions

CLIMATE	PERSONAL ORIENTATION
FFECTIVE FACET - people involvement; interpersonal or social relations	
articipation erceived influence in a process of oint decision making; participation n setting goals and policies	Participative oriented toward active involvement in decision processes and activities
ooperation erceived helpfulness of supervisors nd coworkers; emphasis on mutual upport	Cooperative oriented toward helping others with work and wanting others help; openly communicates with others
armth erceived feeling of good fellowhip in workgroup; prevalence on riendly, informal social groups	Warm oriented toward friendly and affiliative relationships with others; likes to be part of group
ocial Rewards raise from others used to reward ork, rewards based on effort and me spent on work	Social Rewards works best with praise; believes rewards should be based on effort and time spent on work
GNITIVE FACET - psychological involvment; self-knowledge and development	
owth rceived emphasis on personal owth and development on job; phasis on skill improvement	Growth-Oriented oriented toward developing own skills and abilities; improving self
novation rceived emphasis on innovation and eativity in work; acceptance of ange	Innovative oriented toward creative and innovative activities; tries out and suggests new new ideas
tonomy rceived freedom to be own boss; n and control over own work	Autonomous oriented toward working alone, making own decisions
rinsic Rewards mal recognition and awards based ability and effort	Intrinsic Rewards works best with formal recognition or awards based on ability and effort

NSTRUMENTAL FACET - task involvement and work processes

chievement erception of challenge, demand for ork, and continous improvement of erformance	Achievement-Oriented oriented toward working to maximize own potential, high standards for self, tries to excel onesself
ierarchy erceived emphasis on going through hannels; locus of authority in upervisory personnel	Hierarchically-Oriented oriented toward complying with authority, relies on decision of others
tructure erception of formality and onstraint in the organization; rderly environment; emphasis on ules, regulations and procedures	Structured oriented toward following rules and procedures, orderly and organized work situation and plans
xtrinsic Rewards xtrinsic rewards of pay, ssignments, advancement based on bility and time spent on work	Extrinsic Rewards works best with extrinsic rewards, believes rewards should be based on ability and time spent on work

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The final facet is labelled instrumental and concerns task
'olvement - "getting things done" in the organization. The dimensions
ociated with the instrumental facet are achievement toward work
ls, hierarchical authority and structure (order) in the environment.
reward dimension for this facet deals with extrinsic, material
ards such as pay and work assignments.

The trichotomization of relevant situational and personal factors
the underlying dimensions and reward systems are based on several
dies. Using factor analysis of individuals' responses to measures of
ues and satisfactions relevant to the work environment, Friedlander
63) identified three underlying dimensions (similar to the three
ets in the model): 1) interpersonal or social relations; 2)
ortunities for recognizable advancement; and 3) task-involvement.
larities between Friedlander's three dimensions and three individual
ntations in social situations (interaction with others, concern for
, and concern for task) were discussed by Bass (1967). The three
ts appear to have wide applicability to a variety of social
ations (Bass, 1967).

Further, the three facets in the proposed model are similar to
e identified by Alderfer (1972) in his ERG theory of motivation.
rfer considered the individual to have three basic sets of needs:
xistence - material existence needs satisfied by environmental
ors such as pay and working conditions; 2) relatedness - needs
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re met by making creative or productive effects on oneself or the nvironment. The relatedness needs are similar to the affective facet n the model, the growth needs to the cognitive facet, and the existence eeds to the instrumental facet.

The trichotomization of dimensions into the three facets described n the model (affective, cognitive and instrumental) appear relevant ased on the literature concerning individuals' work values or needs. imilar facets have also been identified in the climate literature. ampbell, et al. (1970) reviewed the climate research and concluded that here were four major factors: 1) consideration, warmth and support; 2) ndividual autonomy; 3) degree of structure imposed by the position; and reward orientation. The first three factors seem to be directly elevant to those proposed here. However, the final factor, rewards, is nsidered in a slightly different manner in the proposed model. In the del, rewards are subdivided into the reward climates relevant for each the three facets, rather than a more general reward climate. The ward climates and reward orientations will be discussed in more detail ter.

Refinement of the three facets into the particular elements mprising each was derived primarily from two different studies. In an empt to identify the loci or facets of work satisfaction, Katz and Maanen (1976) used hierarchical clustering and multidimensional ling techniques for 100 work satisfaction items from government loyees. Similarly, Elizur (1984) used multidimensional scaling hniques to derive facets and their representative elements for

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dividuals' work values. The multidimensional scaling routines are ique in that there are no linearity requirements. They can reveal derlying structures of responses in an Euclidean field. Both studies ealed similar facets and component elements for work satisfaction and ues. In the Katz and VanMaanen (1976) study, the three clusters e: 1) an interaction context including such elements as ticipation, affective and capable supervision, and feedback; 2) job perties including independence, creativity, responsibility and ivity utilization; and 3) organizational policies including anizational practices and policies, aims and purposes, compensation tems, promotion and advancement. Elizur's (1984) analysis provided: an affective facet comprised of coworkers, esteem, and considerate ervision; 2) a cognitive facet comprised of independence, onsibility, influence at work, meaningful work, use of ability and wledge and other similar elements; and 3) an instrumental facet rised of comfortable, clean work conditions, convenient work hours, job security and benefits. Additionally, a more central or core t of rewards was identified (as a smaller central cluster within the e field). Recognition was associated with the affective facet, otional opportunities and job status with the cognitive facet, and with the instrumental facet. These studies provided the foundation the model in Figure 1-3 and support the general structure of the l facets and their underlying dimensions.

The dimensions in the model here are also representative of the ate dimensions and personality-type dimensions used in previous

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studies. Climate studies, for example, have investigated dimensions such as work group cooperation, friendliness, warmth, conflict and ambiguity of structure, job challenge, importance and variety, job standards, responsibility, independence, autonomy, motivation to achieve, closeness of supervision, peer relations, and levels of rewards. Table 1-2 illustrates the similarity between the model dimensions and those used in some previous climate studies.

A wide variety of personality constructs have been investigated in interactional research in organizational domains including growth need strength (cf. Hackman & Oldham, 1976), locus of control (cf. Mitchell, Smyser & Weed, 1975), needs for achievement, affiliation, autonomy and dominance (cf. Steers & Braunstein, 1976), and expressive and instrumental orientation (cf. O'Reilly, 1977). One of the only comprehensive interactional frameworks for relating a variety of personality and situational factors was proposed by Aronoff and Wilson (1985). They related 11 personality constructs (dependency, abasement, approval, authoritarianism, order, affiliation, Machiavelianism, dominance, nurturance, achievement and recognition) to various situational features (e.g. task variables, power system) in order to propose an interactional model for individual behavior. For the proposed study, it was necessary to identify job-relevant personal orientations which were similar to the climate dimensions. The personal orientations in the model are similar to those investigated in other studies, but were matched to the climate dimensions and are job-relevant, rather than general personality constructs. Nevertheless, the

Table 1-2

Comparison of Climate Dimensions

Proposed	Joyce &	Schneider &	Litwin & Stringer (1968)	Friedlander & Margulies (1969)

Table 1-2

Comparison of Climate Dimensions

	Proposed Dimensions	Schnake (1983)	Joyce & Slocum (1984)	Schneider & Snyder (1975)	Litwin & Stringer (1968)	Friedlander & Marguiles (1969)
AFFECTIVE FACET	Participation Cooperation Warmth Social Rewards	Participation Warmth and Support	Peer Relations Management Insensitivity	Harmony Managerial Support New Employee Concern	Warmth Support Conflict (-)	Intimacy Consideration Esprit Aloofness (-)
COGNITIVE FACET	Growth Innovation Autonomy Intrinsic Rewards	Responsibility	Autonomy	Independence	Risk	Hinderance (-) Disengagement (-)
INSTRUMENTAL FACET	Achievement Hierarchy Structure Extrinsic Rewards	Standards Structure	Motivation to Achieve Closeness of Supervision	Managerial Structure	Standards	Production Emphasis Thrust
			Level of Rewards	Rewards		

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rsonal orientations proposed for the a) affiliative facet are similar the personality constructs of affiliation and nurturance (Aronoff & lson, 1985; Steers & Braunstein, 1976), b) cognitive facet are similar growth need strength and recognition (Aronoff & Wilson, 1985; Hackman Oldham, 1976; Steers & Braunstein, 1976), c) instrumental facet are nilar to order, achievement, authoritarianism, and instrumental ientation (Aronoff & Wilson, 1985; O'Reilly, 1977; Steers & aunstein, 1976).

The major difference between this study and others which have used imate and personality measures is related to the reward dimensions. mentioned earlier, the reward climates and reward orientations are sidered in the same manner as the other climate and personal entations in the model. However, in most of the climate and sonality research, reward-type dimensions are not specifically ineated. Rather, either a general reward dimension is examined or ards are included within other dimensions. For example, Litwin and inger (1968) investigated a general reward climate and Aronoff & son (1985) included need for recognition (an intrinsic reward entation) as a general personality construct.

The proposed framework specifies a reward climate and personal ard orientation for each facet. Social rewards (e.g praise from ers) are associated with the affective facet, intrinsic rewards (e.g. gnition) with the cognitive facet and extrinsic rewards (e.g. pay) the instrumental facet. Most approaches to rewards classify work comes (or valued rewards) in a similar fashion -- as either social,

trinsic, or extrinsic. Both Alderfer's (1972) and Elizur's (1984) alysis support such a distinction. Similar results werw also reported Butler (1983) who factor analyzed the importance of work outcomes and rk values of individuals. Furthermore, Elizur's (1984) analysis dicates the type of rewards associated with particular facets. For ample, pay was associated with the instrumental facet and status with e cognitive facet. In addition to the type of rewards desired and ovided for by the climate, a second feature of the reward dimensions fers to the manner in which rewards are allocated. Rewards can be ocated based on time, effort, or ability (performance). Aronoff and son (1985) reason that certain personality types work best with tain types of reward allocation systems. Personality types similar those in the affective facet in the model (e.g. affiliation) are ieved to work best when rewards are allocated based on time and ort, those related to the cognitive facet (e.g. recognition) tend to k best with effort and ability reward allocation systems, and with instrumental facet (e.g. authoritarian, achievement, order) when ards are allocated based on ability and time.

In sum, the model proposed that there are three important facets to sider for examining the effects of climate-person congruence -- ective, cognitive, and instrumental. Each facet is a function of climate and personal orientation dimensions; three of the ensions in each facet are labelled with personality-type terms and with reward concepts. Although there are a variety of other ntially useful dimensions which could have been included in such a

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odel, it is not necessary that the design use all facets or elements
nat might be judged relevant. Rather, the logic in facet analysis can
elp map out a single study as well as a program of research which
uilds upon previous work (Terborg, 1981). The facets and dimensions
sed here should provide a useful starting place for delineating
mponents of climate-personal orientation congruence. Before
scussing the climate and personal orientation research related to the
del components, it is first necessary to define and discuss issues
lated to the operationaliztion of climate and personal orientations.

e Climate Concept

In the model of congruence, climate constructs are used to
present the relevant situational context. The climate constructs
fer to perceptually-based organizational climates and reflect multiple
tributes of the organizational environment. Issues relevant to the
propriate conceptualization and measurement of organizational climate
re delineated above. Briefly, these were: 1) a focus on
ganizational climates as summary perceptions across individuals; 2)
use of perceptually-based measures of organizational climate to
ine the situational context; and 3) the multidimensional nature and
surement of climate.

An important technical point should be made about the use of
anizational climate to represent the relevant situational context in
climate-personal orientation model. According to the Roberts, et
(1978) interactionist framework presented earlier, the authors posit
the set of environmental characteristics should refer to objective

resentations of environmental variables assessed independently of the
ponding units under investigation. While perceptual measures of
nate seem more appropriate than objective measures, it is still
ortant that the climate perceptions are obtained from a sample of
viduals that is different from those who provide personal
ntation and outcome measures.

Personal Orientation Concept

Of equal importance to climate in the model are the hypothesized
onal variables that may account for congruence (or lack thereof)
een climate and personality. The explanatory usefulness of
onality constructs has once again become an important issue in
nizational research. In the past, researchers in organizational
ins have had little regard for the usefulness of personality as an
anation of behavior in organizations. The lack of explanatory power
personality constructs in previous research has been attributed to
equate conceptual development, lack of theory-based investigations,
nce on experimental paradigms, and poor methodology with
tionally imprecise efforts (Hogan, DeSoto & Solano, 1977; Weiss &
, 1984). In the model, the personal orientations are used to
sent personality-type constructs. Personal orientations refer to
of desires, values, beliefs and preferences about oneself in
ion to the work environment (Cooke & Rousseau, 1983).
Several suggestions for improving the explanatory usefulness of
personality-type constructs were outlined above. Briefly, these
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eloping job-relevant measures specific to the work environment, and using multiple personality constructs. In addition, the importance identifying consistent, measurable and stable orientations of people highlighted above.

The focus here on stable orientions does not deny the fact personal orientations may change as a function of the job (or that environments may change as a function of the personality of the le holding the jobs). The issue of stability of personality acteristics is more important when using such attributes as ictors of future behavior and attitudes in organizations (e.g. for in selection) and will require longitudinal designs. At present, it mportant to determine whether an interaction between personal ntations and climate at any given point in time do, in fact, relate rganizational outcomes in a systematic fashion.

The personal orientations chosen in the model are designed to be relevant personal characterisitics which, when matched to the nizational climate, are believed to result in positive individual organizational outcomes. Thus far, the discussion has focused on es regarding the operationalization of climate and personal ntations. In the next section, some of the empirical evidence is ewed to support the use of climate, personal orientations, and their actions. The research reviewed was divided into three ctions: relationships between a) climate and personal tations, b) climate and outcomes, and c) the effects of the action between climate and personal orientations on outcomes.

search Evidence for Climate, Personal Orientations and Their
teraction

The congruence perspective posits that individual-level outcomes
e dependent on matching between personal orientations and
ganizational climates. In most cases, neither individual
aracterisitics (personality, needs, values) nor situational factors
limate, supervisor practices) will seperately account for as much
riance in criteria such as satisfaction, performance and commitment as
odel that incorporates both. It is useful to focus on the multiple
eractions of individual and situational determinants of behaviors
ss, 1967; Friedlander & Margulies, 1969).

To support the use of the congruence perspective and the choice of
sonal orientation and climate dimensions in Figure 3, a sample of
dies will be reviewed. Because the studies reviewed typically
estigated several different dimensions, with a variety of different
truments and methodologies, it is easier to discuss them together,
ner than by specific dimension in the model. It is important to
mber, however, that most of the studies suffer from a response bias
blem which may spuriously inflate the results obtained. The studies
separated into climate-outcome effects, climate-person effects and
ate-person congruence effects on outcomes.

Effects of Climate on Outcomes. Much of the climate literature has
ined the effects of different climates on criteria, primarily on
sfaction and performance. Schneider and Snyder (1975) hypothesized
there should be no necessary correlation between climate and

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tisfaction measures. People who describe organizations as having more some attribute, should not necessarily be those that are more tisfied. They found that for some people, in some hierarchical sitions in the organization, climate perceptions strongly related to elings of satisfaction, while for people in other positions, the lationships did not hold. Schneider and Snyder suggest that the lack consistent relationships between organizational climate and tisfaction may be due to the fact that satisfaction is tied to other pects of organizational environments which were not measured in the dy. An alternate possibility is that while people could agree on the el of the organizational attribute, failure to find consistent ationships to satisfaction could be due to failure to take ividuals' personal values or desires into account. That is, in some itions, individuals could have had personal orientations that matched climate; in other positions, some people may have matched the mate and others not, so no relationships between climate and isfaction emerged.

Other studies have found significant relationships between climate satisfaction. Joyce and Slocum (1984) clustered individuals into ps based on the perceptual agreement of climate dimensions, rather by hierarchical position in the organization. In this study, ates rated relatively high in rewards, motivation to achieve, and relations; average in autonomy and closeness of supervision; and tively low in management insensitivity scored higher in satisfaction work across three plants. Friedlander and Margulies (1969) related

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ght climate dimensions to three satisfaction dimensions. Multiple gression analyses indicated that esprit (morale), low hindrance (non-untine work) and thrust (task-oriented, goal-directed) climates were lated to satisfaction with interpersonal relationships; thrust and low ndrance were related to task-involvement satisfaction; and thrust, timacy (friendly, social relationships) and low hindrance to tisfaction with opportunities for advancement. While not explicitly asuring climate, a great deal of research has investigated the effect management-subordinate communication on employees' job satisfaction. veral studies found that employees are more satisfied with their jobs n openness of communication exists between managers and subordinates g. Burke & Wilcox, 1969; Jablin, 1979).

Significant relationships between five climate dimensions and anizational performance and satisfaction were found by Lawler, Hall Oldham (1974) for scientists in 21 organizations. For example, petence climates (uninhibited, impersonal, creative) were ated to satisfaction for social, esteem, autonomy, fulfillment, and dimensions; responsible (moral) climates correlated with security fulfillment satisfaction; practical climates (realistic, ventional) were related to objective performance indices (e.g. net nges in budget, number of new contracts). The median correlation ween climate and organizational performance was .25, and between mate and job satisfaction was .47. Results for relationships between mate and division performance have also been found by Jones and James 9), Kozlowski and Hults (in press) and Joyce and Slocum (1984).

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Other studies have also examined climate-performance relationships. chneider, Parkington & Buxton (1980) compared employee perceptions of ervice for bank branches to customer perceptions of quality of service. trong correlations were found between employee views of level of uality of service and customer views of service. This study can be nterpreted as finding a service climate-service performance elationship. Similar results were reported by Schneider (1980).

An early study by Litwin and Stringer (1968) also indicated elationships between climate and productivity. In their experiment, tudents played a business game over eight days. The leaders' styles ere manipulated to produce three different climates: 1) power or uthoritarian - high structure, low reward, high punishment for poor erformance, and low risk-taking; 2) affiliative or warm - group oyalty, friendship, cooperation, low punishment, high praise, and nconditional rewards; and 3) achievement - autonomous, innovative, reative, formal recognition and awards based on performance. Results dicated that the organization with the achievement climate was gnificantly more productive and innovative than the organizations with e power or affiliative climates.

Combinations of different types of "climates" produced by leaders re examined for their effect on productivity and satisfaction in a boratory study (Tjosvold, 1984). Results indicated that leaders who ovided both structure and warmth in the environment influenced mbers' satisfaction and productivity. Further, warmth and direction leaders provided the most productivity whereas warm and non-directive

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Openness in communciation has been found to be significantly lated to employee turnover. Consideration of leaders (Filley, House & r, 1976) or similarly, high quality exchanges between leaders and bers (Dansereau, Graen & Haga, 1975; Graen, Novak & Sommerkamp, 1982) d to reduce turnover and employee withdrawal from organizations.

Finally, a recent meta-analysis indicates significant relationships ween participative climates and satisfaction and productivity. ller and Monge (1986) found a mean correlation of .34 between rticipation and satisfaction, however the correlation was moderated by thodological procedures. The strongest effects of participation on isfaction were found in organizational (as opposed to student) dies that measured perceived participation (as opposed to actual rticipation) for a general participative climate (as opposed to rticipation in reference to specific organizational issues such as ls). With respect to participation and performance, the weighted n correlation was .15, but when moderator variables were considered, correlations ranged from .01 to .33. The strongest effects (.33) e found for general participation (not including participation in l setting) in laboratory studies which manipulated authoritarian sus democratic leadership; democratic environments were related to her productivity. For field studies, the mean correlation between ticipation and productivity was .27. Unfortunately, the authors d that it was not possible to test contingency predictions referring ersonality for participative climates and satisfaction relationships

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ypes.

In sum, it appears that climate can influence outcomes such as
atisfaction and performance. The literature on school climate also
upports these findings for student and teacher satisfaction and student
chievement (cf. Anderson, 1982). Yet, the results are certainly not
lear-cut. A variety of different climate dimensions were investigated
nd some inconsistent results emerged. It may be more useful to look at
he relationship between individuals within the climate and the
ubsequent effect on outcomes.

Congruence between Climate and Personal Orientations. Several
tudies indicated that congruence exists between characteristics of
eople and their situational environment. Mortimer and Lorence (1979)
ound that work values influence job selection and that particular work
alues may be strengthened by types of work rewards that fit those
alues. They found that individuals who most highly valued intrinsic
wards (desire to exercise one's own skills and ability, express one's
n personal interests and be creative) during their senior year in
llege, held jobs ten years later that provided the highest amounts of
tonomy. Individuals who most valued extrinsic rewards (high pay,
vancement opportunities, prestigous jobs) were located in the highest
ying jobs 10 years later. Finally, those who held people values
esire to be helpful and work with others) during college were found in
bs with high levels of social content ten years later. Kohn and
hooler (1982) showed that individuals with high levels of intellectual

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flexibility moved to increasingly more complex future jobs, and those with strong feelings of self-directedness moved toward jobs with greater amounts of autonomy and freedom from close supervision.

The relationship between climate and personality types can also be seen in Litwin and Stringer's (1968) study (described previously). Different climates were shown to arouse a particular motive of individuals as measured by the TAT. An authoritarian or power climate aroused power motives, a warm or affiliative climate aroused affiliative motives, and an achievement climate, achievement motives. Similarly, George and Bishop (1971) indicated that schools with particular kinds of climates and bureaucratic orientation had teachers with particular personality traits; Epstein and McPartand (1976) found some relationship between student personality and climate dimensions.

A slightly different approach was taken by Schneider (1972). He addressed the extent to which organizational employees enter organizational environments which have work climates congruent with what they prefer and expect the climate to be. Climate perceptions of incumbents were compared to the climate expectations and preferences for climate of new insurance agents. Results indicated small, but significant correlations between new employee expectations of climate and the climate as perceived by current members. In other words, new employees only have a vague idea about the climate (perhaps due to lack of information) prior to entering the organization. Interestingly, there was no correlation between new agent preferences for particular climate types and the climate as perceived by employees. That is,

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employees joined organizations with climates different from those they preferred.

Results for the relationship between climate and personality are not clear (Payne & Pugh, 1976). However, it would be more worthwhile to examine how the match (or discrepancy) between climate and personality effects individual attitudes and behavior.

Effects of Climate-Person Congruence. There are few studies which directly examine effects of congruence between climate and person factors on individual-level outcomes. Friedlander and Margulies (1969) examined the impact of individuals' values upon the contribution of climate to satisfaction. Employees rated the importance (or value) of three separate dimensions of work -- interpersonal relationships, task-involvement and opportunities for recognizable advancement -- as well as their satisfaction with these three aspects. Results indicated that, among employees who placed high value on the the three work characteristics, satisfaction was greater in climates of high thrust (efforts to get things moving in the organization), low hindrance (no burdened by routine duties) and high intimacy (friendly social relationsips), with a thrust climate being most important. Thus, among people for whom work was important, an organizational climate in which management "gets things moving" resulted in greater satisfaction. On the other hand, among employees who placed low values on the three work characteristics, satisfaction was greater in high esprit, low disengagement climates. That is, among those for whom work was less important, an organizational climate high in esprit and low in

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ssension and disruption resulted in greater satisfaction. This study monstrated well the interaction between personality and climate riables. It is not simply a matter of what types of climate enhance dividual satisfaction, but rather what types of climate will cilitate satisfaction for employees with different value systems or rsonal orientations.

Another study which emphasized the importance of person-environment teraction was reported by Pervin (1967). For each of thirteen factors ich reflected climate features of college, college students rated the llege, themselves, other students, the faculty, the administration, d their ideal college in terms of these dimensions. Discrepancy ores were calculated such as self versus other students and self rsus administration. The results indicated that larger discrepancies tween self and college and between self and ideal college were rrelated with dissatisfaction, although there was some variability in e correlations for different satisfaction facets.

Congruence effects in relation to specific dimensions have also en reported. Andrews (1967) compared the congruence between power- ented and achievement-oriented climates and managers' need for hievement and need for power (measured by the TAT). There were no fferences in the personal need measures between two organizations. wever, the managers that had progressed most (indexed by number of motions and salary increases) were those whose personal needs were t congruent with the climate of the organization. Gordon (1970) orts a series of studies investigating individuals' bureaucratic

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orientation in relation to adaptation to bureaucratic-type organizations. Bureaucratic orientation was defined as a set of attitudes, values and behaviors fostered in organizations that fit the classical bureaucratic model -- hierarchical systems, formality, standard operating procedures, rules and regulations, top-down authority, and obedience. Results of studies indicated that individuals with bureaucratic orientations (high value for conformity and order, and low value for independence and variety) were less likely to withdraw or turnover from bureaucratic organizations (e.g. the military).

Congruence effects have also been found for locus of control. Internals perceive their supervisor as more considerate and are more satisfied with participative superiors, whereas externals are most satisfied with structuring or directive supervisors (Durand & Nord, 1976). These results make sense from a congruence perspective. The internally directed person likes to initate a wide range of activites and would be more congruent with a democratic or participative-type structure, whereas externals who believe outcomes are unrelated to their own behavior would be more congruent with structure or directive environments (Wilson & Aronoff, 1985).

In the school literature, Snow (1977) noted that some interaction was found in studies for independence and conformity dimensions. Students high in independence show higher achievement in low-structured school situations in which they can exercise their own initiative. Students high in conformity (organized, responsible, attentive to others' expectations) show higher achievement when lessons are highly

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Finally, person-job congruence effects have been examined in research on the effects of job or task characteristics. Morse (1975) reports results from a series of studies conducted by Lorsch and Morse 1974) examining the relationship between the ambiguity demands of the ob and employees' personalities. People working in relatively certain obs (unambiguous, uncomplex, controlled work activities) generally had elatively low tolerance for ambiguity, were not uncomfortable in ontrolling, strong authority relations, preferred to work in well- oordinated groups and were most comfortable in jobs where the cognitive omplexity required was not high. In contrast, people working on elatively uncertain jobs (ambiguous, complex, independent) generally ad a high tolerance for ambiguity and unstructuredness, preferred ndependence and autonomy on the job, preferred to work alone and liked asks requiring a high level of cognitive complexity. Further, Morse .975) identified new employees as being in either a "congruent" or ncongruent" job based on personality tests and analyses of the biguity demands of the new job. Results indicated that after eight nths on the job, employees in new jobs that were congruent with their rsonality seemed to be much more satisfied than those put into congruent jobs.

O'Reilly (1977) found that individuals' work orientation interacted th the type of job to affect job attitudes and performance. People th high expressive orientations, or desire for achievement, showed re commitment, satisfaction and better performance with jobs high in

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challenge, and people with low expressive orientations were more committed and performed better in low challenge jobs. Those with high instrumental orientations, or desiring job security and high financial reward, were most committed and satisfied with low challenge jobs; low instrumental orientations were associated with more commitment for jobs high in challenge. Inconsistent results have been found, however. Stone, Mowday and Porter (1977) found significantly stronger relationships between job scope and job satisfaction for employees with low need for achievement than for employees with high need for achievement. Steers and Spencer (1977) found that employees with high need for achievement perform better on jobs low in scope.

Summary. Organizational climate has been found to be related to several criteria, most notably, performance and satisfaction. Further, several studies found that personal characteristics of people are related to the climate or situational environment in the organization. Yet, results from researchers investigating the relationships between climate and outcomes or between climate and personality are generally unclear and sometimes inconsistent. On the other hand, the few studies examining the effects of climate-person congruence on outcomes appear to be more promising (although response bias problems may have inflated results obtained). For the most part, the results of these studies indicated that it is not enough to simply consider the types of climates that affect outcomes. The types of climates that facilitate individual-level outcomes depend upon the fit between the personal orientations of people and the climate in which they work. Given that congruence is

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more important for explaining outcomes, the next consideration is which outcomes are most important. In the following section, eight outcome variables are discussed and rationales for their inclusion in the climate-personal orientation model are provided.

Individual Outcomes in the Congruence Model

The innermost circle of the model (Figure 1-3) includes eight individual level outcome variables. The match between individuals' personal orientations and the climate of the organization is believed to result in positive levels of these outcomes. In particular, congruence should affect individual satisfaction, commitment, adjustment, involvement, stress, performance, and withdrawal behaviors (turnover and absenteeism). A brief overview of each is presented below.

Satisfaction. A great deal of the research presented above focused on the relationships between situational or climate variables, personal characteristics and satisfaction. Satisfaction has been hypothesized as a function of the correspondence between the reinforcer system of the work environment and the individual's needs, provided that the individual's abilities correspond with the ability requirements of the work environment (Dawis, Lofquist & Weiss, 1968).

The idea that person-environment match is important for satisfaction is not new. Two alternate approaches have been taken for examining person-environment effects for satisfaction: met expectations and value attainment. Met expectations propose that job experiences that confirm expectations about obtaining outcomes in a particular job tend to be satisfying, whereas job experiences that result in unmet

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expectations tend to produce dissatisfaction (Wanous, 1980). Alternately, it has been assumed that a person brings a relatively fixed set of values (or needs) to a job situation; the more closely the person's job experiences meet these values, the higher the level of job satisfaction (Locke, 1976; Vroom, 1964). Locke (1976) proposes that unrealistic expectations produce surprise which can be satisfying or dissatisfying depending on whether the unmet expectation is in a direction that one values or is in a direction that one does not value. The attainment of values is what produces job satisfaction.

Betz (1969) used three measures with twenty parallel dimensions to assess the congruence between need-relevant dimensions and work environment reinforcers as a predictor of facet satisfaction. Each measure consisted of twenty dimensions that were parallel to the other measures. Correspondence between individuals' needs and perceived need reinforcers in the environment were found to predict satisfaction for two, of three groups, in the study. A more recent field study by Greenhaus, Seidel & Marinis (1983) tested the effects of realistic expectations and value attainment on satisfaction. Value attainment, the match between individuals' values and job experiences, accounted for considerably more variance in facet job satisfaction than did realistic expectations. Value attainment accounted for between 46 and 52% of the variance in satisfaction. Of particular interest for the present study are the specific facets of values investigated and the use of commensurate value, job experience and satisfaction measures. Discrepancies between desires and environmental availability for three

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facets were investigated: 1) interpersonal relationship (e.g. warmth, cooperation); 2) task characteristics (e.g. autonomy, interesting work); and 3) company practices (e.g. communication, fairness). The same facets were used for measurement of job satisfaction from the same individuals.

A similar approach is taken here for the investigation of climate-personal orientation congruence effects of job satisfaction. The three facets in the model are similar to those in the Greenhaus, et al. (1983) study. Further, for each of the personal orientation-climate dimensions, a similar facet satisfaction dimension is utilized. However, to eliminate potential method variance problems (most climate-satisfaction studies used the same individuals for both climate and satisfaction measures), climate perceptions are not measured from the same individuals completing the personal orientation and satisfaction measures. It is hypothesized that the total pattern of congruence between the climate dimensions and personal orientation dimensions will be positively correlated with the job satisfaction of individuals. Further, it is believed that particular dimensions of job satisfaction will be better predicted by the analogous congruence measure for those dimensions (e.g. the relationship between climate-person congruence for participation and satisfaction with participation will be higher than the relationship between autonomy congruence and participation satisfaction).

Commitment. One aspect of employee-organization linkages that has received considerable attention is employee commitment (Mowday, Porter &

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Steers, 1982). The most frequently encountered view of commitment in organizations deals with an individual's psychological bond to the organization (Salancik, 1977). Various definitions of the components of commitment have been put forth. Commitment has been defined as: a) a function of organizational identification, job involvment and organizational loyalty (Buchanan, 1974); b) identification with and extension of efforts towards organizational goals and values (Mowday, et al., 1982); c) the binding of the individual to behavioral acts (Salancik, 1977); and d) a function of the perceived rewards and costs associated with organizational membership; the perceived utility of continued participation (Hrebaniak & Alluto, 1972).

Recently, Mowday, et al. (1982) distinguished between behavioral and attitudinal commitment. Behavioral commitment represents the actions and the binding of individuals to behavioral acts. Attitudinal commitment concerns the relative strength of an individual's identification and involvement in a particular organization and is characterized by at least three factors: a) a strong belief in and acceptance of the organization's goals and values, b) a willingness to exert considerable effort on behalf of the organization, and c) a strong desire to maintain membership in the organization.

Commitment, as used in the model in Figure 1-3, relies on the attitudinal perspective for commitment. Three aspects of commitment are involved: a) loyalty to the organization, b) adoption and acceptance of ganizational goals, and c) desire to remain with the organization as flected by the perceived rewards and costs associated with

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Despite the substantial number of studies that have investigated the antecedents of organizational commitment, there is great variety and a lack of consistency in these antecedents (Reichers, 1985). Both personality factors and situational context factors have been found to influence organizational commitment. With respect to personality effects on commitment, individuals higher in motivation or with higher-order needs tend to be more committed (e.g. Steers, 1977). Modest support has been found for individuals with strong personal work ethics to be more committed to the organization (e.g. Buchanan, 1974; Hall, Schneider & Nygren, 1970).

Several attributes of the work environment have been found to be related to commitment. Commitment was found to be related to a) leader initiating structure (Brief, Aldag & Wallden, 1976) and to leadership consideration, b) greater social interactions within the organizational environment (Buchanan, 1974) and c) norms regarding hard work (Buchanan, 1974). Finally, one study was found which examined the relationship between individuals' perceived fit in the organization and commitment. Stumpf & Hartman (1984) found that perceived person-job congruence had an indirect effect on organizational commitment through feelings of work motivation, perceived performance, and perceived job-unit influence influence in choice of work performed).

Several of the personal orientation and climate dimensions in the model have been investigated in relation to employee commitment. Studies have generally failed to take an interactionist perspective or

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to investigate a broader range of antecedents to commitment. It would appear that commitment to the organization could be bolstered to the extent that employees see the organization as a source of need satisfaction (Mowday, et al., 1982). Thus, an important determinant of commitment seems to be person-organization fit (Hall, et al., 1970; Weiner, 1982). It is hypothesized that commitment as reflected by loyalty, acceptance of organizational values, and desire to remain will be greater when personal orientations of individuals' match the climate.

Job Involvement. An individual's involvement in organizational activities may be influenced by the extent to which their personal orientations and the organizational climate are congruent. A variety of terms have been used to describe job involvement (Rabinowitz & Hall, 1977). The most widely accepted conceptualization of the construct is the definition provided by Lodahl and Kejner (1965); job involvement is the degree to which a person identifies psychologically with his or her work. The job involved person is one for whom work plays a central part in life and who is affected personally by his or her employment circumstances.

The measurement of job involvement has focused on a variety of dimensions including work enthusiasm, work importance, importance of performance to self-worth, and work as a central life interest. The conceptual ambiguity in job involvement measures has been partially clarified by Saleh and Hosek (1976). Saleh and Hosek administered multiple job involvement measures, used in previous research efforts, and found three factors best explained the construct: active

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participation in the job, the job as a central life interest, and the importance of performance for the individuals' self concept. Active participation in the job is used in the present study to denote job involvement.

Job involvement has been viewed as a function of individual-job interaction (Farris, 1971; Lawler & Hall, 1970; Wanous, 1974) such that a portion of job involvement is influenced by stable value orientations and another portion is influenced by the job situation. Wanous (1974) suggested that, if asked, an individual is likely to state his or her own particular desires for job characteristics such as autonomy, variety, challenge, feedback and task identity. An individual who is involvement-prone will become involved when holding a job with such characteristics. If an individual's desires are not met, low involvement in the job is likely to result.

Support for the person-job interaction approach to job involvement has been obtained in several studies. McKelvey and Sekaran (1977) found that job involvement results from the match between career influences (e.g. type of job held, professional education and training) and preferred work setting. For example, managers who emphasized the importance of challenge and autonomy on the job were more involved when these factors were present in their job. Similar results have been obtained by Hackman and Lawler (1971).

After an extensive review of the job involvement literature, Rabinowitz and Hall (1977) found that both personal characteristics (belief in the Protestant work ethic, internal locus of control, higher

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order growth needs) and situational characteristics (stimulating jobs with autonomy, variety, task identity and feedback, and participation in decision making) are correlated with job involvement. For optimal results, they suggest that the psychological demands of the jobs must be matched to the personal needs of workers; but, more research is needed on the joint effects of individual and situational variables on job involvement. The proposed research hypothesizes that job involvement (defined through active particpation in work activities) will be influenced by the match between the organizational climate and individuals' personal orientations.

Stress. Job stress involves complicated interactions between person and environment. While a variety of definitions of stress are evident in the literature, the most comprehensive one refers to job stress as a situation wherein job-related factors interact with a worker' personal characteristics to cause deviations from normal functioning evident in changes in pscyhological and/or physical conditions (Beehr & Newman, 1978). For the individual, consequences of stress can be manifested as either psychological conditions (e.g. anxiety, tension, anger), physical conditions (e.g. cardiovascular disease, respiratory problems, headaches) or behavioral conditions (e.g. eating problems, drug use).

Beehr and Newman (1978) developed a comprehensive facet model of job stress delineating the environmental and personal variables believed to influence reactions to stress. Similar notions are also inherent in McGrath's (1976) review of the job stress literature. However, few

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studies have examined the multivariate linkages and interactions among the causes and consequences of stress (Beehr & Newman, 1978; VanSell, Brief & Schuler, 1981).

Several studies have indicated that stress can be influenced by climate-type aspects of the organizational environment, such as supportive leadership (House & Rizzo, 1972) and characteristics of tasks (Brief & Aldag, 1976). Additionally, the role of personal characteristics has been emphasized with most research conducted on effects of Type A behavior, intolerance for ambiguity and locus of control, and anxiety level (Beehr & Newman, 1978; McGrath, 1976).

A recent study on interactional effects on stress indicated that people characterized as Type A preferred climates with high performance standards, spontaneity, ambiguity and toughness (Burke & Descza, 1982). Parasuraman and Allutto (1984) found that closeness of supervision, task complexity and trait anxiety correlated with psychological stress, and job autonomy correlated negatively with psychological stress. These variables as well as leadership attention and locus of control also had an indirect effect on stress through individuals' perceptions of problems in the work environment. Moreover, the personal variables were found to have greater influences than the situational variables on stress. Similar results were reported by Cooke and Rousseau (1983) who showed that personal orientations (concern for people, task, security or satisfaction) and the number of life events (e.g. divorce, death of a friend) had independent and direct relationships to stress. They found only modest relationships between number of work events (e.g trouble

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with boss, a change in work hours) and stress, and no interactional effects between personal orientations, life and work events. However, the work-related events were not indicative of on-going conditions of the job, nor did they reflect situational climates.

The theoretical conceptions and limited research on job stress strongly advocate the use of a person-environment congruence model for examining stress. Thus, in the model, psychological stress is believed to be a result of mismatches between personal orientations and climate. Consistent with previous definitions of stress, it is hypothesized that characteristics of the job environments which do not fit with the individual will pose a threat to the individual and result in feelings of stress.

Adjustment. The person-environment congruence perspective inherently assumes that individuals who match the environment will be adjusted to work. Adjustment to work has often been discussed in the socialization literature. Socialization is the manner in which an individual is taught and learns what behaviors and perspectives are desirable in the work setting (Fisher, 1986; VanMaanen & Schein, 1979); effective socialization results in members who are adjusted to the organization (Feldman, 1981). When newcomers enter the work setting, they often find that their prior expectations were unrealistic and thus, they experience "surprise." To reduce the ambiguity in the situation, individuals attempt to make sense of the organizational setting by searching for information which defines the expectations of others and allows them to exhibit the appropriate behaviors (Louis, 1980).

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An interactionist framework has been advocated for socialization whereby adjustment is a result of an interaction between individual differences (e.g. self-efficacy, dispositions, growth need strength) which affect newcomers' initial psychological orientation towards the organization and the socialization practices and role requirements of the organization (Jones, 1983; Nicholson, 1984). A recent study by Jones (1986) indicated that the socialization tactics of the organization influenced individuals' adjustment to the organization. Institutionalized (e.g. formal, fixed) tactics led to adjustment by conforming to expectations, and individualized (e.g. informal, random) tactics led to innovation. The relationship between institutionalized tactics and adjustment was moderated by individuals' self-efficacy. Individuals with low self-efficacy conformed more to expectations with more formal socialization tactics. From a matching perspective, this finding makes sense. Individuals with low self-efficacy should be personally oriented to accepting definitions of the situation offered by others. The implication of the interactionist perspective in the socialization literature for climate-person congruence is that once individuals have developed frameworks for defining the organization, their subsequent feelings of adjustment will be affected by how well their own orientations fit the organizational situation.

Adjustment to work appears to be an all inclusive term comprised of a variety of factors including internalization of organizational norms and values, satisfaction, higher performance, tenure, job involvement and role clarity (cf. Fisher, 1982). These types of variables are

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considered seperately in the present study. However, Fisher (1982) reports results from a qualitative study in which nurses were asked to identify characteristics of fully adjusted nurses. Many of the above mentioned variables emerged but a more personal outcome of adjustment also emerged. Personal adjustment was reflected in general feelings of confidence, getting along with others, feeling comfortable with the job and a sense of belonging. A personal feelings of adjustment variable is consistent with the model developed in this paper. It is hypothesized that people whose personal orientations match the organizational climate should more readily feel that they belong in the organization and should report feelings of comfort and adjustment. Discrepancies between personal orientations and climate may result in feelings of discomfort in the situation and general feelings of unbelonging.

Turnover and Absenteeism. The extent to which an individual's expectations and values regarding a job are realized may be an important variable to consider in order to understand withdrawal behaviors and the withdrawal process (Steers & Mowday, 1981; Mowday, et al., 1982). Schneider's (1983b) selection-attraction-attrition approach is useful for explaining the importance of climate-person congruence for withdrawal. He reasons that individuals should self-select organizations which fit their personalities and provide opportunities to obtain desired outcomes. Organizations also invest considerable resources in attracting the "right" types of people whose attitudes, values, goals, and performance will be consistent with the organization's expectations. The selection-attraction process does not

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necessarily guarantee that individuals' personality and organizational environments will be matched because misinterpretation and misinformation may occur. When climate variables such as the nature of interpersonal relations and reward systems of the organization do not fit the individual's needs and desires, employees are likely to leave. Research on realistic job previews indicates that when people (job applicants) are given information about the nature of organizational practices and policies, turnover tends to decrease; and, "mismatched" people will be the first to leave when they have other job opportunities which will provide a better match (Wanous, 1980). But, the realistic job preview approach focuses on employees' expectations for various outcomes in the organization. Research examining whether people who do not fit a particular organizational climate tend to be dissatisfied and leave has not been conducted.

In the socialization literature, differences in values between tenure levels among apprentices in occupational training programs have frequently been attributed to proper socializing of members over time such that members' values change in the direction of organizational values over time. However, differences may also be due to a mortality by treatment interaction in which individuals with values incompatible with the organization's values drop out (Fisher, 1986). Congruence between people and the organization appears to be one important factor for understanding employee withdrawal.

Models of attendance and tenure in organizations indicate that many factors influence turnover and absenteeism. For turnover, economic

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conditions in the labor market and the probability of finding an acceptable alternative job are important considerations (Hulin, Roznowski & Hachiya, 1985; Mobley, 1977). Absenteeism can be influenced by such factors as the ability to attend (e.g. transportation problems, accidents), pressure to attend (e.g. economic/market condition, work group norms), motivation to attend, the job situation and employee values and expectations (Steers & Rhodes, 1978). However, other things being equal, when an employee enjoys the work situation and the tasks that characterize his or her job situation, we would expect that employee to have a strong desire to come to work (Porter & Steers, 1973; Vroom, 1964). The extent to which an employee's expectations and values surrounding a job are met by his or her organizational experiences has also been shown to be an important factor in turnover (Muchinsky & Tuttle, 1973; Porter & Steers, 1973).

Results for the effects of personality and situational characteristics, and their interaction on withdrawal behaviors have been mixed. For example, Bernardin (1977) found that employees with high levels of anxiety or low levels of conscientiousness were more likely to terminate employment than others. The need for achievement and need for autonomy had a small but significant direct influence on turnover in one study (Mowday, Porter & Stone, 1978) but was not replicated in a second study (Mowday, Stone & Porter, 1979). Mowday and Spencer (1981) found a moderating influence of employee need strengths on the job scope-turnover relationship, but Mowday, et. al (1979) found small effects. Further, Mowday and Spencer (1981) found that the number of absences

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lecreased for employees with high need for autonomy as job scope ncreased. Need for achievement also moderated the job scope-absenteeism relationship, but in a direction opposite to what they predicted. High need for achievement people were absent more in jobs with high scope and low need achievement people were absent less in jobs with high scope. Hackman, Pearce and Wolfe (1978) found absenteeism increased for clerical employees with high growth needs who had their jobs enriched. Butler, Lardent and Miner (1983) tested and supported the hypothesis that within typically hierarchical military training institutions, turnover among those preparing to become officers will be greater when the individual lacks motives that have been found to be congruent with hierarchical systems. Individuals managerial motives were measured with Miner's (1977) Sentence Completion Blank form which measures motives congruent with hierarchical systems. Trainees in the study who received high scores for managerial motives were less likely o turnover, or leave training, than those with low managerial motives.

The degree to which employees fit with the organization has mportant implications for withdrawal, but is largely ignored in ntemporary views of turnover and absenteeism (Mowday, et. al, 1982) d has not been investigated with any systematic approach. The ngruence framework presented here may be useful for examining such fects of employee withdrawal. The perspective taken here for defining l measuring withdrawal is somewhat related to the study sample. The ple for the study consists of teachers and students. In the school ting, there are some constraints on turnover. Presently, teacher

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positions are relatively scarce, and hence, there may be little in the way of available alternatives for employment. Further, teachers who leave their school typically do not do so mid-year (when measures for the study were obtained). Students also have little choice with respect to quitting a particular school and joining another. However, it is likely that teachers and students would desire to leave the school when they do not fit the environment. In the proposed test of the model, turnover reflects intentions or desires for withdrawal. It is hypothesized that the match between climate and personal orientations will be negatively related to intentions to turnover.

Absenteeism can also be an outcome of mismatch, and represents another form of withdrawal, particularly when alternative forms of employment are unavailable (Porter & Steers, 1973). Absenteeism can also represent avoidance of a dissatisfying or stressful job (Mowday, et al., 1982). Thus, it follows that people who do not fit with their job (climate and personal orientations are not congruent) will desire to leave and will reduce their attendance in order to avoid uncomfortable feelings resulting from mismatches.

Performance. A fit of individual to environment is viewed as expressing itself in higher performance, whereas lack of fit is viewed as resulting in decreased performance. Performance or behavior is believed to be a function of the interaction between characteristics of the individual and those of the environment (Aronoff & Wilson, 1985; Lewin, 1951; Pervin, 1968).

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environment interaction effects for performance indicated that personality traits such as anxiety, dominance, independence and socialibility when matched with a learning or task environment that was congruent with these traits resulted in the highest performance. Similar support has been found in a recent review by Aronoff and Wilson (1985).

Several congruency models have been proposed in organizational domains suggesting that the attainment of individual and organizational outcomes is contingent upon either an organization-job design fit or an organization-job design-individual fit (e.g Morse & Lorsch, 1970; Porter, Lawler & Hackman, 1975). Pierce, Dunham and Blackburn (1979) examined the extent of congruence between three factors: 1) the extent to which organizations are mechanistic or organic; 2) the complexity of employees' tasks and 3) employees' growth need strength. The highest levels of performance existed in the two extreme congruent conditions: organic organization plus complex jobs plus high growth need strength and mechanistic organization plus simple jobs plus low growth need strength.

Most studies investigating climate and performance relationships have not considered matching between person and climate characteristics, but have found effects for climate on performance. In a review of the school climate literature, Anderson (1982) found that many of the climate dimensions used in the present model influence student achievement and teacher performance. Specifically, influences on performance were found for structured or bureaucratic climates,

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opportunities for growth, warmth between administrators-teachers, teachers-teachers and teachers-students, openness in communication, student and teacher participation in decision making, emphasis on high quality work and achievement, and availablility of rewards and praise.

In organizational research domains, similar results have been reported for climate effects on outcomes, but performance is rarely used as a criterion variable (Joyce & Slocum, 1984). For example, Zohar (1980) reported that safety performance of the organization was significantly correlated with organizational climate for safety. Joyce and Slocum (1984) found that climate perceptions (for level of rewards, autonomy, motivation to achieve, management insensitivity, closeness of supervision, and peer relations) were significantly related to job performance. Performance was associated with climate for people who agreed on climate perceptions within an organization, or who perceived climate in the same way. Further, they showed that different climate profiles were associated with high performance in different plants within an organization. A climate characterized by the dimensions of competence, responsibility, practicality, risk-oriented and impulsivity were positively related to overall performance in research and development laboratories (Lawler, et al., 1974). Kozlowski and Hults (in press) found that employees perceptions of technical updating climates were related to supervisory ratings of their performance. Litwin and Stringer (1968), in their study of three simulated business organizations, showed that the organization with an achievement oriented climate was more productive than organizations with power-based or

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Interactions between person and situation characteristics have also been shown to influence performance. For example, a field study by O'Reilly (1977) found performance was affected by interactions between personal orientations of Navy aviation employees and the type of job (challenging or non-challenging as determined by the amount of training required to qualify for the job). People who desired achievement on the job performed better in challenging jobs than non-challenging jobs; people with low desire for achievement performed better in non-challenging jobs.

In general, it is hypothesized that individuals will perform better when there is a congruence between climate and personal orientations than when incongruence exists between the people and the climate in which they work.

Summary of the Research on the Congruence Hypothesis

Despite the mixed results, taken together, the research indicates that person-environment congruence is useful for examining organizationally relevant outcomes for individuals. However, the majority of studies tend to lack strong theoretical bases for relationships between person and environment factors, fail to investigate these factors in a systematic manner with similar levels of specificity in predictor and criterion measures, tend to collect perceptual measures of person, situation and outcome variables from the same persons, and fail to use specific job-relevant personality constructs which are congruent with the situational dimensions. The

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proposed research represents an attempt to alleviate these problems and give primary roles to personal orientation and climate factors within a commensurate framework in order to explain individual-level outcomes. Further, it is argued that climate or personal orientations by themselves are not useful predictors. Whether a person or a climate is warm or autonomous or achievement-oriented is neither good nor bad and will not determine outcomes such as satisfaction or turnover. Only when the level of the personal orientations is matched to the level of climates in the organization does it become useful to make predictions about outcomes. Personality-type measures may be useful as predictors of "fit" in organizational environments, but there is little in the way of research to support this notion (Schneider, 1983b, Schneider & Schmitt, 1986). Two general hypotheses were developed regarding the model and are presented in the following section.

Hypotheses of the Present Study

Congruence Hypothesis

The concept of climate inherently assumes an interaction between environment and personality. However, there have been few studies that have directly assessed this interaction. Further, the outcome variables investigated have almost exclusively focused on satisfaction and performance; climate-person congruence may be equally useful for explaining adjustment to the organization, stress, commitment, involvement, and withdrawal. Research that jointly uses climates and individual difference measures should increase the proportion of variance explained in work satisfaction and performance (Joyce & Slocum,

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984), turnover (Schneider, 1983b) and other organizationally relevant utcome measures.

The notion that individuals must fit their environment in order to e satisfied, committed and effective organizational members is not only ompelling, but well accepted in many research domains. Yet, results rom empirical research have been rather disappointing. A framework and ethodological strategy which enhances the probability of finding such congruence effects is desperately needed.

The present study attempts to alleviate problems in past research by addressing climate-person congruence with a commensurate model, consisting of multiple dimensions, using job-relevant personal orientation measures and several outcome measures that have not typically been used in previous research. Three major facets (affective, cognitive and instrumental) each consisting of three dimensions and a reward system, are considered for both the climate and personal attributes. The review of the literature supports the use of these dimensions in the model. Throughout the studies reviewed, these constructs (participation, cooperation, warmth, growth, innovation, autonomy, achievement, hierarchy, structure, and social, instrinsic and extrinsic rewards) were previously shown to be important for relationships between either climate and outcomes, personality and outcomes, or climate-personality interactions and outcomes. The personal attributes chosen for study were chosen because they seemed directly relevant to the major climate dimensions identified. And, their operationalization, described below, is consistently relevant to

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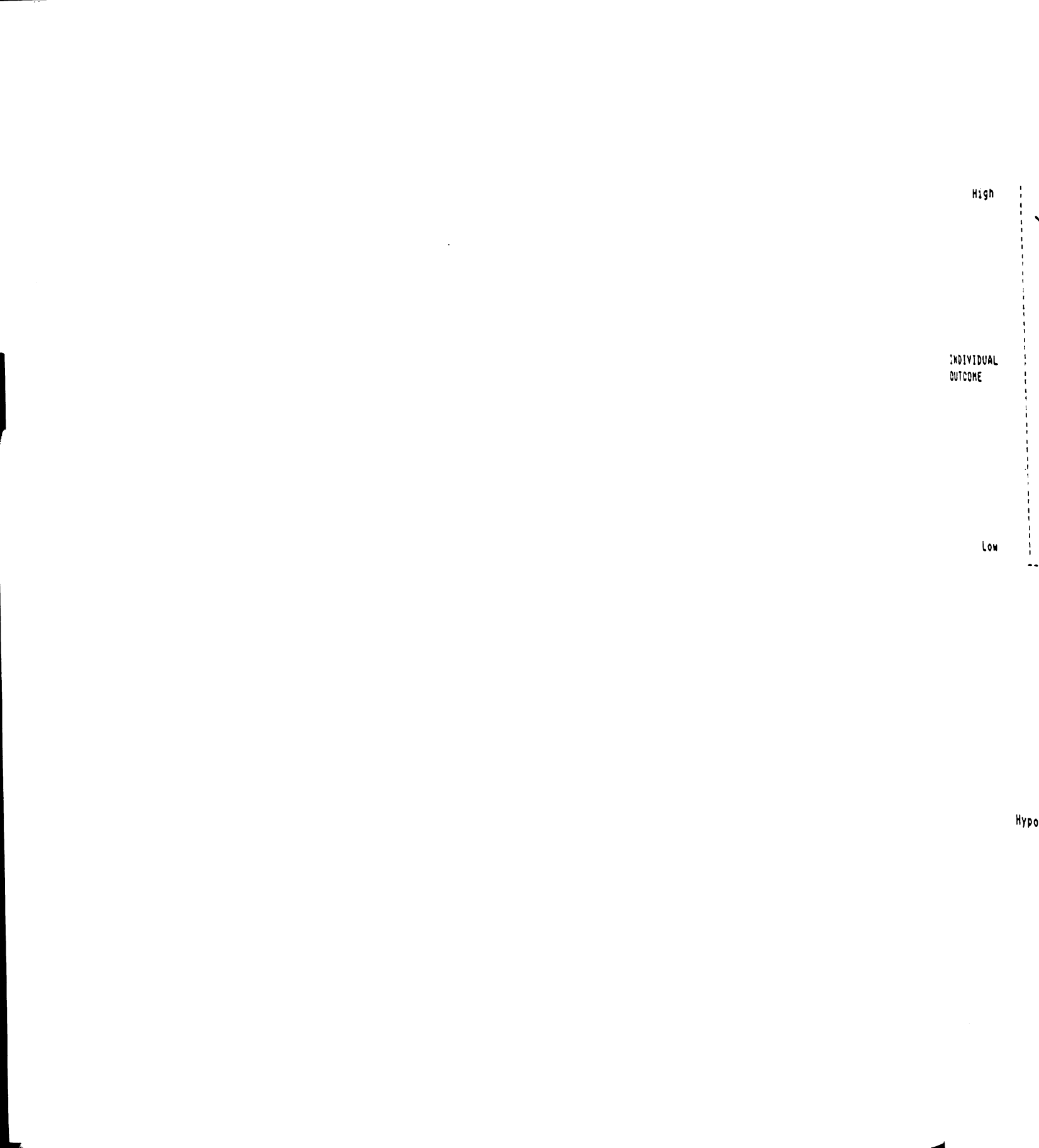
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the work context. Congruence between climate and personal orientation dimensions is believed to influence individual attitudes and behavior in organizations.

We have not yet reached the level of sophistication in climate research to be able to specify which climate dimensions are relevant for understanding particular criteria (Schneider, 1975) and the same holds true for the effects of interactions between climate and personal orientations for various dimensions. Thus, specific predictions regarding the relationship between organizational climate-person orientation congruence for particular dimensions and particular outcomes are not addressed. However, a general assumption that personal orientations and climate interact to influence organizationally relevant outcomes is proposed. The hypothesis is that the cumulative match or interaction between the situational climate and personal orientation across dimensions will influence individuals' outcomes. Ultimately, this should provide a diagram of which climate-person facets influence individual-level outcomes. This notion is presented graphically in Figure 1-4 (also see diagram 4 in Figure 1-1) and is stated in Hypothesis One.

Hypothesis One: Congruence between organizational climate dimensions and individual personal orientations will lead to higher satisfaction, commitment, involvement in work, adjustment to work and performance, and less stress, turnover intent, and absenteeism among employees.


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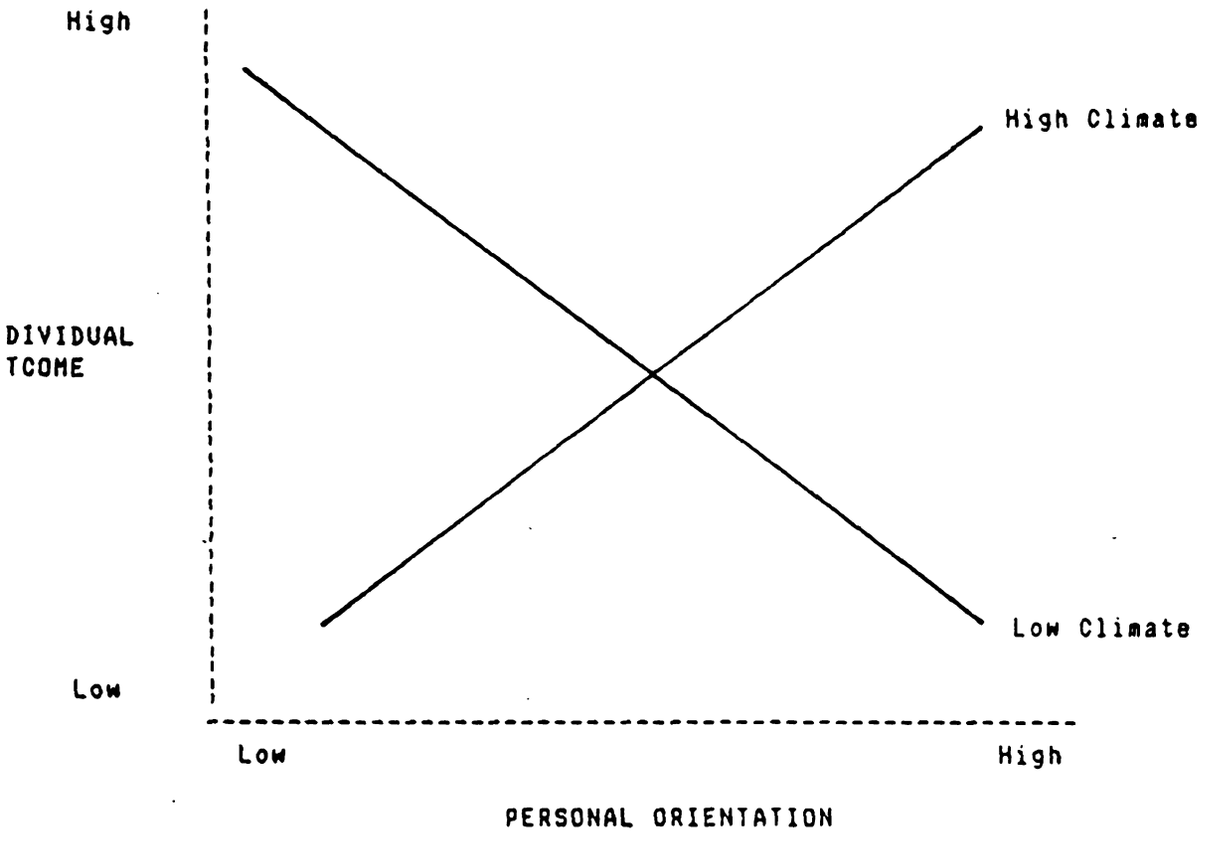


Figure 1-4

Hypothesized relationship between organizational climate, personal orientations and individual outcomes

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One prerequisite to finding the effects hypothesized above is that there must be variance in individuals' personal orientations within a particular organization. Although this study includes multiple organizations, the hypothesis is based at the individual level and deals with congruence between an individual's personal orientations and the particular climates in the organization of which the employee is a part. That is, within any one organization, the levels for climate dimensions are "constant" (thus the use of multiple organizations with different climates is necessary). The extent to which indivduals' personal orientations match the climate of the organization is the foundation of the hypothesis and necessitates variance among individuals' personal orientations.

If one accepts Schneider's (1983b) selection-attraction-attrition approach, then individuals within a particular climate will be homogeneous. However, there are at least three reasons why homogeneity of individuals' personal orientations should not be the case in the present study. First, a study by Schneider (1972) addressed the extent to which organizational employees enter work environments that have climates congruent with what they prefer. Significant relationships between preferences for particular types of climate and the organizational climate as perceived by current employees were not found. Therefore, it is possible that people enter organizations with climates that are not matched to their personal orientations. Whether those people who do not fit the organizational climate tend to leave (and hence make the climate homogenous) has not been addressed (Schneider,

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1983). It is still possible that "mismatched" people remain in the organization, especially when one considers the turnover issue discussed below.

Second, according to Mobley's (1977) model of employee turnover, dissatisfied employees will remain with the organization when acceptable job alternatives are not available. The sample for the current study consists of teachers and students. Currently, jobs for teachers are relatively scarce, thus "mismatched" employees may remain with the organization for lack of other reasonable job alternatives.

Finally, variance among personal orientations in the sample for the current study could be produced because teachers and students have relatively little choice in selecting the public school in which they teach or attend. Public school teachers typically apply for positions through the school district, and at least initially, are assigned to a particular school based on personnel needs. Similarly, students are also assigned to a public school or attend the one available in their locality and rarely have any choice in selecting a particular school to attend.

Multi-echelon Hypothesis

One approach to demonstrating the validity of climate measures has focused on composition models. Composition models specify the functional relationships between variables at different levels presumed to be functionally similar (Roberts, et al., 1978). James (1982) reasons that a composition model exists for climate when the definitions of climate at the individual and the unit levels are the same. When

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unit members perceive the unit in the same way and share assignment of psychological meaning, functional equivalence between psychological climate and organizational climate constructs exists. However, in some of the climate research, various subgroups of members within an organization perceived the climate in different ways. Specifically, climate perceptions have been found to be influenced by one's level in the organizational hierarchy (e.g. Schneider & Bartlett, 1970; Schneider & Hall, 1972). Thus, climate disagreement among subgroups within an organization may produce problems when attempting to link climate to criterion variables.

A second approach for establishing the validity of climate is to expand the composition model to form a multi-level model. Multi-level models (Rousseau, 1985) address the relationship between distinct constructs across organizational levels. A multi-level model postulates relationships among variables at two or more organizational levels whereby the pattern of relationships between constructs is the same at two different levels. In multi-level models, the levels refer to qualitatively different entities, such as individual, unit or organization. A distinction is made between levels and echelons where echelons reflect different systems within the same level (e.g. departments and workgroups; managers and subordinates) with similar functions and processes.

A recent study by Joyce and Slocum (1984) demonstrated a multi-echelon model for climate. Joyce and Slocum developed a procedure for defining subsystem climates by assigning individuals to climates on the

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basis of the similarity of individuals' climate profiles. That is, climates were defined as consensus, or shared perceptions, within a group that do not necessarily overlap formal organizational units, divisions or workgroups. Additionally, this study provided a basis for a multi-echelon model of climate by showing that similar patterns of climate were associated with job satisfaction and performance for the subgroups. The patterning of climate agreement and the relationship of climate to satisfaction and performance was similar across groups.

In a multi-echelon model, the level of perceived attributes can differ for the subgroups; however, the pattern of relationships between the variables in the model should be similar for the subgroups. A multi-echelon model can provide additional evidence for the validity of climate because it shows consistency in climate-outcome relationships. Extending these notions to the present model, a multi-echelon model for person-climate congruence can be developed for teachers and students in the present study. The relationships between climate, personal orientations and outcomes at the individual level for teachers should be similar to the relationships between these variables for the student sample. Several studies have found that teachers' and students' perceptions of climates are relatively independent (e.g. Anderson, 1982). However, these studies did not assess the degree of conformance of relationships among variables across levels. Hence, this study represents an initial test of the following hypothesis:

Hypothesis Two: The pattern of relationships between organizational climate-personal orientation congruence and the

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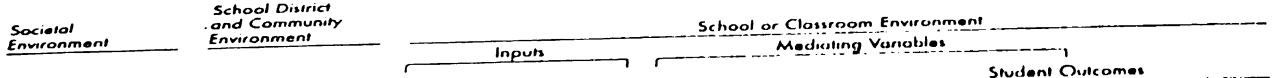
The present study is part of a larger project which examined the determinants of school effectiveness. In 1985, a task force for the National Association of Secondary School Principals (NASSP) developed a model of school environments (cf. Keefe, Kelley & Miller, 1985) which suggests that school climate, and student satisfaction and achievement have multiple interacting determinants (see Figure 2-1). The purpose of the current project was to operationalize the components in the NASSP Model of School Environment and pilot test these measures, titled the Comprehensive Assessment of School Environments. Instrumentation for measurement of societal, district and school inputs and outcomes was developed. The climate and satisfaction measures were previously developed and evaluated for their psychometric properties (cf. Kelly, Glover, Keefe, Halderson, Sorenson, & Speth, 1986; Schmitt & Loher, 1984).

For the study discussed here, the climate, satisfaction and outcome measures of the CASE project are of primary interest. The author expanded the original project to include assessment of additional climate constructs, individuals' personal orientations, and individual behavioral and attitudinal outcomes.

Participants

Four groups of people participated in the study -- two teacher samples and two student samples -- from 27 public and two private

An Interactive Model of the School Environment (with School Climate and Satisfaction as Mediating Variables)



An Interactive Model of the School Environment (with School Climate and Satisfaction as Mediating Variables)

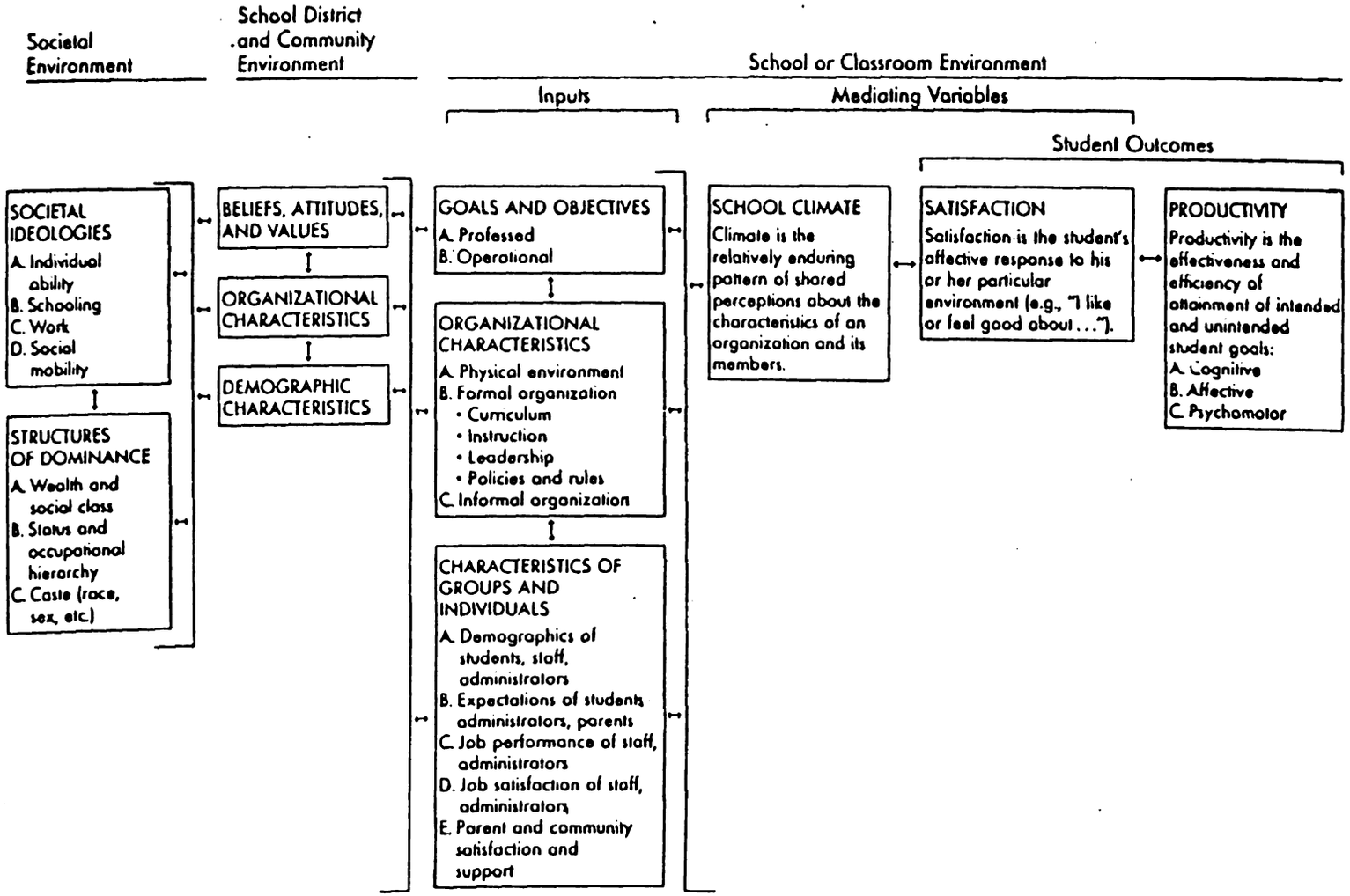


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(church-related) secondary schools. Six to eight school from each of four states (Illinois, Massachusetts, Virginia and Washington) were included in the samples. School principals were asked to randomly select students for participation in the study; all teachers within a school were asked to participate.

The primary group of respondents consisted of 607 teachers and 2488 students. These two groups provided measures of personal orientations and outcome variables. Because some teachers and students returned unusable or incomplete measures, usable data for analytic purposes was collected from 604 teachers and 2433 students. Demographic characteristics for the teacher and student primary samples are presented in Tables 2-1 and 2-2. The actual items for measuring demographic characteristics are contained in Appendix A for teachers and Appendix B for students.

Most (63.5%) of the teachers were female and 90.2% were white. Sixty-nine percent had been a teacher for at least 10 years and 42.2% taught at the particular school for 10 or more years. For the primary student sample, there were approximately equal numbers of males and females, and most (83.3%) of the students were white. The mean age of the students was 15 and 89.9% of them planned on attending college.

The remaining two groups of people provided responses for the assessment of school climates. Five hundred and ninety teachers and 3160 students completed surveys, of which 581 teachers and 2627 students returned usable data. Tables 2-1 and 2-2 contain demographic characteristics for the teacher and student "climate" samples. Over

Table 2-1

Demographic Cha

Sex

Female
Male

Race

Native Americ
Asian Americ
Black
Hispanic
White
Other

Years Teacher

Less than 1
1-2
2-3
3-4
4-5
5-8
8-10
10-15
15-20
20 or more

Years Teacher

Less than 1
1-2
2-3
3-4
4-5
5-8
8-10
10-15
15-20
20 or more

Table 2-1

Demographic Characteristics for Teachers

	Primary Sample	Climate Sample
Sex		
Female	63.5%	59.2%
Male	36.5%	40.8%
Race		
Native American	1.9%	0.5%
Asian American	1.2%	0.5%
Black	5.9%	5.1%
Hispanic	0.2%	0.0%
White	90.2%	93.3%
Other	0.7%	0.5%
Years Teacher		
Less than 1	2.0%	
1-2	2.8%	
2-3	2.8%	
3-4	3.0%	
4-5	3.2%	
5-8	8.4%	
8-10	8.9%	
10-15	19.4%	
15-20	23.1%	
20 or more	26.4%	
Years Teacher at School		
Less than 1	8.2%	
1-2	6.7%	
2-3	6.9%	
3-4	5.5%	
4-5	5.9%	
5-8	16.6%	
8-10	8.0%	
10-15	16.4%	
15-20	16.4%	
20 or more	9.4%	

Table 2-2

Demographic Cha

Sex	
Female	
Male	
Race	
Native Ameri	
Asian Americ	
Black	
Hispanic	
White	
Other	
Years at Scho	
First	
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Sixth	
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17	
18	
19 +	
Same Teache	
Yes	
No	
Plan Attend	
Yes	
No	

Table 2-2

Demographic Characteristics for Students

	Primary Sample	Climate Sample
Sex		
Female	55.8%	53.6%
Male	44.2%	46.4%
Race		
Native American	1.8%	1.5%
Asian American	2.6%	2.7%
Black	7.9%	7.7%
Hispanic	1.5%	1.6%
White	83.3%	84.0%
Other	2.9%	2.5%
Years at School		
First	27.4%	
Second	24.9%	
Third	24.9%	
Fourth	17.9%	
Fifth	0.5%	
Sixth	0.5%	
Seventh +	3.9%	
Age		
10	0.4%	
11	2.5%	
12	7.7%	
13	14.9%	
14	11.8%	
15	15.0%	
16	17.3%	
17	20.3%	
18	8.9%	
19 +	0.9%	
Same Teacher All Classes		
Yes	1.7%	
No	98.3%	
Plan Attend College		
Yes	89.9%	
No	10.1%	

Table 2-2 (cont'd.

Grade
6th
7th
8th
9th
10th
11th
12th

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rade		
6th	4.0%	1.7%
7th	13.6%	15.0%
8th	15.4%	17.2%
9th	12.4%	21.8%
10th	14.3%	14.7%
11th	19.0%	16.4%
12th	21.3%	13.2%

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one-half of the teachers were female (59.2%) and most were white (93.3%). Eighty-four percent of the students were white and there was an approximately equal number of male and female students.

Operationalization of Variables

Three sets of measures were developed to evaluate the hypotheses described previously. The climate survey was designed to evaluate perceptions of the nine climate dimensions and the reward climates. One climate survey was compiled for teachers and an analogous survey was developed for student perceptions. A second set of measures was designed to evaluate individuals' personal orientations; one measure was developed for teachers and one for students. Nine personal orientation dimensions and the reward orientations were included in the measures which are commensurate with the climate dimensions. Finally, two outcome surveys were developed to assess organizationally relevant responses and behaviors of teachers and students. Each set of measures is described in more detail below. The complete set of measures and letters accompanying the measures, in the form administered to participants, are contained in Appendices C and D, for teachers and students, respectively. Not all of the items in Appendices C and D are relevant to the present study. In the descriptions of the measures below, the appendix which contains the items for each measure as operationalized is identified.

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Climate Measurement

Measurement Issues. In the measurement of climate, two issues are of primary concern -- the "unit of theory" for climate and a "composition theory" for climate (James, 1982). The unit of theory refers to the appropriate level (e.g. individual, organization) for operationalizing a construct (Roberts, et al., 1978). A composition theory refers to the generalizability of constructs (e.g psychological climate, organizational climate) across organizational levels (Von Bertalanffy, 1980; Rousseau, 1984).

According to Roberts, et al. (1978), the unit on which a theory is based should dictate the units selected for observation. Current thinking in climate suggests that the unit of theory for climate, including organizational climate, is the individual. This thinking represents the view of several authors (e.g. Jones & James, 1979; Joyce & Slocum, 1979; Naylor, Pritchard, & Ilgen, 1980; Schneider, 1983) that climate represents a set of macro perceptions that reflect how environments are cognitively represented in terms of their psychological meaning and significance to the individual (James, 1982). The constructs of interest in climate are intrinsically psychological and the objective of climate measurement is to assess the psychological meaning imputed to environments through cognitive processes of individuals (James, 1982; James, Hater, Gent & Bruni, 1978; Schneider, 1975). Thus, the appropriate unit to select for climate measurement is the individual (James, 1982). The measurement of these individual perceptions is termed psychological climate (Jones & James, 1979).

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For the present study, however, it was necessary to move beyond the individual level and derive a measure of climate for the unit. That is, a measure was needed that represented the climates of each school in the sample. Therefore, a composition theory was necessary which considers the functional similarity between psychological climate and organizational climate.

A composition theory specifies how a construct operationalized at one level of analysis is related to another form of that construct at a different level of analysis (Roberts, et al., 1978). Thus, psychological climate must be related to organizational climate. Individual climate scores may be appropriately aggregated to represent climate for the organization (and hence, represent a composition theory) if several conditions are met. First, Roberts, et al., posit that the construct developed to pertain to individuals should be equally applicable to higher level units. There is general agreement among authors that psychological climate is the meaning that an individual attaches to a work environment and that organizational climate refers to an aggregate, shared perception or a shared psychological meaning of the environment (Schneider, 1983).

Additionally, before a construct whose unit of theory is the individual is aggregated to represent a macro unit of analysis, homogeneity of within groups variance must first be demonstrated. Jones & James (1979) argue that when psychological climate scores result in high agreement among individuals within the same situational context, they can be appropriately aggregated to describe perceptions of climate

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for that unit. Perceptual agreement also implies a shared psychological meaning (Schneider, 1983) and given this perceptual agreement, a climate construct at the aggregate level is defined in exactly the same manner as it is at the individual level (James, 1982). Also, Jones & James (1979) propose that aggregate climate scores are appropriate if organizations can be reliably differentiated based on individuals' perceptions of climate.

There are, however, dissenting opinions regarding the aggregation of psychological climate (e.g.Glick, 1985) and the concept of organizational climate as a characteristic of individuals (e.g. Drexler, 1977). For example, Glick (1985) argues that the aggregation of individual level climate scores to represent organizational climate negates the existence of organizational climate as a truly organizational property. He suggests that organizational climate should refer to a broad class of organizational, rather than psychological climate variables that describe the organizational context for individuals' actions. One potential way to minimize this problem resides in the manner in which the climate items are framed. As composition theory suggests, unit level climate should represent a unit level construct. If individuals are asked their perceptions of the situational context for the unit as a whole, rather than in reference to themselves, or their own individual situations within the organization, aggregation of individual perceptions may be taken to represent unit level climate (Ostroff & Kozlowski, 1986). That is, the frame of reference in the climate items should be the unit.

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In sum, the literature suggests that the unit of theory for climate is the organization, items should refer to the unit, demonstration of perceptual agreement before climate scores are aggregated is desirable, and the aggregate scores should reliably differentiate among organizations. Derivations of intraclass correlations (James, 1982; James, Demaree & Wolf, 1984) are used for assessing agreement and mean differentiation among organizations. The criteria for demonstrating agreement from the intraclass correlation and agreement indices are similar to those "rules of thumb" for acceptable alpha coefficient levels.

Climate Survey. Given the measurement considerations outlined above, the climate survey was designed for measurement at the individual level with the frame of reference for the items being the school as a whole. The climate survey assesses each of the nine climate constructs (participation, cooperation, warmth, growth, innovation, autonomy, achievement, hierarchy, and structure) specified in the model in Figure 1-3. A large portion of the items were derived from the NASSP Climate Survey (Kelly, Glover, Keefe, Halderson, Sorenson & Speth, 1986). However, in the original survey (see Appendices C and D), the items comprising the climate dimensions are structured primarily around particular groups of people in the school (e.g. administrators, guidance counselors, parents and community). In order to measure the more trait-like definition of climate constructs for the present study, the items from the NASSP Climate Survey dimensions were reorganized. Further, additional items were included to either supplement a climate construct

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based on the items culled from the NASSP survey or to develop additional climate dimensions. The added items were either a) culled from items throughout the larger survey for the original project, b) adapted from previously developed scales (Hage & Aiken, 1967; Jones & James, 1979; Litwin & Stringer, 1968; Miller, Efthim, Koppel & Sayre, 1985; Schnake, 1983; Schneider, 1980) or c) designed expressly for this study based on a review of school climate literature (e.g. Anderson, 1982). All items in the survey are highly specific to aspects in the school environment.

Two climate surveys were compiled, one for teachers and one for students. The items for each are presented, by climate dimension, in Appendix E (for teachers) and Appendix F (for students). Unless otherwise noted, all items used a 5-point Likert-type scale ranging from most people would strongly disagree (0) to most people would strongly agree (4) with this statement.

Many of the items on the two surveys (teacher and student) are identical. However, it was necessary to slightly modify some of the items from the teacher climate survey to make them relevant to aspects in the students' environment. For example the item "teachers are given considerable freedom in developing their curricula and instructional programs" from the teacher survey was modified to "students are given a lot of freedom in developing their own study plans and working at their own speed" for the student survey. Additional modifications for the student survey were necessary to ensure the reading level was appropriate for students. Nevertheless, an effort was made to keep the items from the two surveys as similar as possible.

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Reward Climates. The reward climates were conceptualized and treated in a manner similar to the organizational climate dimensions in the model. They represent additional climate dimensions, which are specific to reward systems. Two measures were developed to assess reward climates; one measure was for teachers and one for students. Each reward measure was designed to assess two aspects of reward climates. The first aspect of rewards refers to the extent to which various types of rewards (i.e., social, intrinsic and extrinsic) are used to reward individuals in the school. This aspect of the reward dimensions are defined as follows: a) praise rewards represent the social reward climate for the affective facet, b) formal reocognition, and awards represent intrinsic rewards for the cognitive facet, and c) pay, promotion and work assignmets represent extrinsic rewards for the instrumental facet. The second aspect of the reward climates relates to reward allocation systems. That is, whether rewards are perceived to be based on time, effort or ability. The teacher reward measure and student reward measure are contained in Appendix G and H, respectively.

Climate Scores

For the present study, a single aggregate measure for each of the nine climate dimensions and three reward climates for each school was needed. The climates as perceived by teachers were analyzed separately from those of students, but the same type of analyses were performed for each group. Three criteria were used to refine and evaluate the aggregate measures: 1) internal consistency; 2) within-group interrater reliabilities; and 3) reliability of means.

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Internal Consistency. Internal consistency reliabilities for each scale were calculated based on individuals' responses. Items with low item-total correlations were deleted from subsequent analyses. For the nine climate dimensions, four items were deleted from the teacher climate dimensions and three from the student climate dimensions. (Appendices E and F contain only those items retained in the analyses for deriving climate scores from teachers and students, respectively.) The inter-item and item-total correlations for the original scales are contained in Appendix T and U for teachers and students, respectively.

Based on the initial alpha coefficients, it was necessary to substantially modify the assessment of the three reward climates. As originally conceptualized, the social reward climate was composed of praise as a reward and a reward allocation system based on effort and time spent on work; the intrinsic reward climate consisted of recognition and awards as reward and a reward allocation system based on ability and effort; and the extrinsic reward climate was composed of pay (or grades for students), assignments and advancements as rewards and a reward allocation system based on ability and time spent on the job. However, the alphas for the original reward climates were low - .39, .64, and .77 for teachers and .57, .52, and .46 for students, for the social, intrinsic and extrinsic reward climates, respectively. Analysis of the items indicated that the reward allocation system items (i.e., time, effort and ability) had low relationships with the rewards used (e.g., praise, pay) and had low intercorrelations among themselves.

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traditionally been included in organizational research on reward systems. Inclusion of the reward allocation systems was derived from Aronoff and Wilson's (1985) conceptual analysis of rewards as motivators for individuals with particular personality types. There are two possible explanations for the problems with the reward allocation system items used in this study. First, it is possible that these reward allocation systems are not related to the types of rewards used in organizations, and the conceptual definitions provided by Aronoff and Wilson (1985) are not valid. Alternatively, it is possible that the items used in this study to measure such allocation systems were inadequate. Regardless, the reward allocation system components of the reward climates were eliminated from subsequent analyses. Thus, the reward climates were based solely on social, intrinsic and extrinsic rewards (e.g. praise, recognition and pay) used in organizations. The means, standard deviations and intercorrelations of all twelve climates based on individuals' responses are presented in Table 2-3 for teachers and Table 2-4 for students. Figure 2-2 contains definitions of variable abbreviations used in tables throughout the manuscript.

Agreement. Given adequate levels of internal consistency, the scale scores were used to derive estimates of agreement among individuals' perceptions of climates following the procedure of James, et al. (1982). A derivation of intraclass correlations was computed to assess agreement of the perceptions of school climates from individuals within each school. The formula used for estimating within-group interrater reliability was:

Table 2-3

Means, Standard Deviations, Intercorrelations, and Alphas of Climates for Teachers (n=581)

Table 2-3

Means, Standard Deviations, Intercorrelations, and Alphas of Climates for Teachers (n=581)

	$\bar{X}$	SD	No. Items	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	1.75	0.84	7	.85											
2. Coop	2.81	0.50	17	.66	.87										
3. Warm	2.71	0.56	11	.57	.76	.82									
4. Grow	3.01	0.52	9	.45	.65	.50	.75								
5. Innov	2.51	0.71	6	.58	.70	.55	.55	.81							
6. Auton	2.34	0.68	5	.56	.52	.52	.27	.51	.67						
7. Achiev	2.77	0.60	10	.50	.72	.65	.60	.64	.32	.82					
8. Hier	1.53	0.94	5	-.49	-.48	-.46	-.28	-.45	-.63	-.30	.91				
9. Struct	2.70	0.54	18	.55	.67	.68	.58	.57	.34	.72	-.34	.85			
10. Social	2.03	1.13	1	.39	.44	.34	.35	.36	.22	.34	-.20	.33	--		
11. Intrin	1.35	1.04	1	.29	.29	.24	.31	.26	.14	.27	-.10	.26	.52	--	
12. Extrin	1.03	0.80	4	.20	.21	.15	.19	.21	.12	.16	-.11	.14	.21	.32	.78

Diagonal entries are alphas.

Table 2-4

Table 2-4

Means, Standard Deviations, Intercorrelations, and Alphas of Climates for Students (n=2627)

	$\bar{X}$	SD	No. Items	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	2.02	0.93	5	.83											
2. Coop	2.66	0.62	12	.63	.85										
3. Warm	2.28	0.66	11	.46	.68	.82									
4. Grow	2.93	0.64	7	.43	.67	.56	.74								
5. Innov	2.24	0.90	3	.55	.61	.55	.52	.72							
6. Auton	2.22	0.71	5	.49	.62	.59	.51	.59	.63						
7. Achiev	2.43	0.57	9	.41	.62	.61	.54	.54	.52	.72					
8. Hier	2.33	0.82	4	-.28	-.26	-.25	-.19	-.25	-.27	-.15	.68				
9. Struct	2.58	0.52	16	.40	.61	.65	.56	.47	.49	.63	-.13	.80			
10. Social	2.82	1.00	1	.20	.36	.36	.28	.25	.33	.30	-.09	.34	--		
11. Intrin	2.90	1.00	1	.32	.42	.34	.45	.37	.32	.36	-.06	.36	.23	--	
12. Extrin	1.70	1.13	1	.30	.42	.46	.30	.36	.40	.39	-.18	.35	.27	.19	--

Diagonal entries are alphas.

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Part - Par

Coop - Coo

Warm - War

Grow - Gro

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Intrin - In

Extrin - Ex

Figure 2-2

Definition of Variables Abbreviations used in Tables

	CLIMATE	PERSONAL ORIENTATION (P.O.)
Part	- Participation	Participative
Coop	- Cooperation	Cooperative
Warm	- Warmth	Warm
Grow	- Growth	Growth-Oriented
Innov	- Innovation	Innovative
Auton	- Autonomy	Autonomous
Achiev	- Achievement	Achievement-Oriented
Hier	- Hierarchical	Hierarchically-Oriented
Struct	- Structured	Structured
Social	- Social Rewards	Social Rewards
Intrin	- Intrinsic Rewards	Intrinsic Rewards
Extrin	- Extrinsic Rewards	Extrinsic Rewards

Satisfaction

Part - Part

Coop - Coop

Warm - Warm

Grow - Grow

Innov - Inn

Auton - Aut

Achiev - Ach

Hier - Hie

Struct - Str

Social - Soc

Intrin - In

Extrin - Ex

T

Commit

CalcInv - C

Attitude -

Involvemen

Clubs - No

Other - No

Attend - P

Inserv - P

Hours - N

OUTCOME VARIABLES

Satisfaction

Part - Participation

Coop - Cooperation

Warm - Warmth

Grow - Growth

Innov - Innovation

Auton - Autonomy

Achiev - Achievement

Hier - Hierarchical

Struct - Structured

Social - Social Rewards

Intrin - Intrinsic Rewards

Extrin - Extrinsic Rewards

	TEACHER OUTCOMES	STUDENT OUTCOMES
Commit		
CalcInv	Calculative Involvement	
Attitude	Attitudinal/Value	Attitudinal/Value
Involvement		
Clubs	No. clubs sponsor	No. clubs belong to
Other	No. other activities sponsor	
Attend	How often attend activities	How often attend activities
Inserv	How often attend inservice	
Hours	No. non-required hours spend	

TEA

Suggest - Ex

Time

Lead

Adjust - Adj

Stress - Psy

Quit - Int

Absenteeism

Total - To

Sick - No
si

Performance

Perf - Se

Grades -

Suspend -

Discip -

TEACHER OUTCOMES	STUDENT OUTCOMES
Suggest - Extent of suggestions made	
Time	Time spent on activities
Lead	No. leadership positions
Adjust - Adjustment	Adjustment
Stress - Psychological Stress	Pscyhological Stress
Quit - Intention to Turnover	Intention to Turnover
Absenteeism	
Total - Total no. days absent	Total no. days absent
Sick - No. days absent when not sick	No. days absent when not sick
Performance	
Perf - Self-rated performance	
Grades -	Grades in school
Suspend -	No. suspensions
Discip -	No. discipline problems

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$$r_{WG(j)} = \frac{J\left[1-\left(\overline{S_{xj}}^2/\sigma_{EU}^2\right)\right]}{J\left[1-\left(\overline{S_{xj}}^2/\sigma_{EU}^2\right)+\overline{S_{xj}}^2/\sigma_{EU}^2\right)\right]}$$

where $r_{WG(j)}$ is the within group interrater reliability for judges' mean scores based on J essentially parallel items and $\overline{S_{xj}}^2$ is the mean of the observed variances on the J items. The equation for σ_{EU}^2 is $\sigma_{EU}^2 = (A^2 - 1)/12$ where E refers to the expected error (E) variance based on a uniform (U) distribution of responses and A refers to the number of alternatives in the response scale which is presumed to vary from 1 to A.

This formula provides an estimate of within group interrater reliability for judgments of a construct (i.e., climate) by a set of judges (i.e., teachers or students within a school). The index is appropriate for multiple items that are parallel indicators of a construct when raters are judging the same target. Although the intraclass correlation (Winer, 1971) is a commonly used estimate of interrater consensus for climate, James et al. (1984) demonstrated that this estimate is severely attenuated when there is restriction of range of item responses. Restriction of range occurs when agreement is high, and hence, standard deviations are low. Therefore, the $r_{WG(j)}$ index is a better measure for demonstrating perceptual agreement of climates than the intraclass correlation for within group agreement.

For each school and each climate dimension, an $r_{WG(j)}$ was computed. That is, 348 indices were computed in order to derive estimates of agreement on the 12 climates for each school from teachers and another 348 were computed for students. Appendix I contains the means, standard

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deviations and $r_{wg(j)}$ indices for teachers for each climate and reward dimension for each school and Appendix J contains the same information for perceptions of climate from students. The estimates ranged from 0.0 to .99 for teachers and .12 to .97 for students. Although a score of zero indicates no agreement among perceptions of climate, the small number of zeros obtained from the total number of $r_{wg(j)}$ indices computed were most likely due to chance (James, personal communciation).

The average interrater reliability indices ($r_{wg(j)}$) for each climate dimension across schools are contained in Table 2-5 for teachers and Table 2-6 for students. The median reliability score was .86 for teachers and .68 for students. For the most part, the average $r_{wg(j)}$ coefficients are high and indicate a good level of within-school perceptual agreement on climates.

Reliability of Means. The reliability of the mean climate scores was computed to determine if organizations can be reliably differentiated in terms of climate perceptions. The reliability of means is also a form of intraclass correlation (ICC) (Bartko, 1976; Winer, 1971) and given significance of the F-ratio in the one-way ANOVA, it can be interpreted as reliable differentiation of organizations in terms of climate (James, 1982). The following formula was used:

$$r = \frac{n_K \left(\frac{MS_B - mMS_w}{KmMS_w} \right)}{1 + n_K \left(\frac{MS_B - mMS_w}{KmMS_w} \right)}$$

where n_K = average number of individuals in the organizations; k = number of organizations; MS_B = mean square between; MS_w = mean square within subjects; and $m = \frac{n(k-1)}{n(k-1)-2}$.

Table 2-5

ANOVAS and

Table 2-5

ANOVAS and Perceptual Agreement Indices for Climate Dimensions for Teachers

	SS	df	MS	F	Avg. $r_{wg(j)}$	ICC
Part						
Between	101.54	28	3.63	6.52		.79
Within	306.97	552	0.56		.85	
Coop						
Between	35.12	28	1.25	6.39		.78
Within	108.44	552	0.20		.97	
Warm						
Between	62.65	28	2.34	10.17		.87
Within	121.42	552	0.22		.95	
Grow						
Between	42.62	28	1.52	7.24		.81
Within	116.00	552	0.21		.95	
Innov						
Between	57.44	28	2.05	4.87		.73
Within	231.61	550	0.42		.89	
Auton						
Between	71.72	22	2.56	7.59		.81
Within	194.06	552	0.35		.87	
Achiev						
Between	78.54	28	2.81	11.76		.88
Within	131.69	552	0.24		.54	
Hier						
Between	103.02	28	3.68	4.97		.73
Within	407.11	552	0.74		.80	
Struct						
Between	52.20	28	1.86	8.85		.84
Within	116.26	552	0.21		.97	

Table 2-5

Social

Between
Within

Intrinsic

Between
Within

Extrinsic

Between
Within

SS = sum

for one-

averaged

means.

Table 2-5 (cont'd.)

	SS	df	MS	F	Avg. $r_{wg(j)}$	ICC
Social						
Between	111.35	28	3.98	3.47		.63
Within	629.26	549	1.15		.48	
Intrinsic						
Between	96.17	28	3.43	3.57		.64
Within	526.51	548	0.96		.61	
Extrinsic						
Between	52.98	28	1.89	3.32		.62
Within	307.52	540	0.57		.79	

SS = sum of squares; df = degrees of freedom; MS = mean square; F = F-ratio for one-way ANOVA; Avg. $r_{wg(j)}$ = interrater reliability coefficients averaged across schools; ICC = intraclass correlation for reliability of means. All F-ratios were significant at $p \leq .001$

Table 2-6

ANOVAS and

Table 2-6

ANOVAS and Perceptual Agreement Indices for Climate Dimensions for Students

	SS	df	MS	F	Avg. $r_{wg(j)}$	ICC
Part						
Between	276.15	28	9.86	12.86		.97
Within	1986.48	2590	0.77		.66	
Coop						
Between	119.60	28	4.27	12.54		.97
Within	884.83	2597	0.34		.91	
Warm						
Between	206.62	28	7.38	20.36		.98
Within	941.19	2597	0.36		.90	
Grow						
Between	83.64	28	2.99	7.84		.96
Within	989.71	2626	0.38		.87	
Innov						
Between	213.06	28	7.61	10.22		.97
Within	1930.70	2620	0.74		.66	
Auton						
Between	117.26	28	4.19	9.00		.96
Within	1208.20	2597	0.47		.76	
Achiev						
Between	112.75	28	4.03	13.90		.98
Within	752.59	2598	0.29		.24	
Hier						
Between	105.26	28	3.76	5.94		.94
Within	1640.09	2593	0.63		.70	
Struct						
Between	139.57	28	4.98	22.37		.99
Within	578.94	2598	0.22		.94	

Table 2-6 (

Social

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Table 2-6 (cont'd.)

	SS	df	MS	F	Avg. $r_{wg(j)}$	ICC
Social						
Between	136.68	28	4.88	5.13		.93
Within	2424.17	2548	0.95		.53	
Intrinsic						
Between	183.59	28	6.56	6.96		.95
Within	2400.56	2547	0.94		.52	
Extrinsic						
Between	208.16	28	7.43	6.19		.94
Within	2918.01	2431	1.20		.40	

SS = sum of squares; df = degrees of freedom; MS = mean square; F = F-ratio for one-way ANOVA; Avg. $r_{wg(j)}$ = interrater reliability coefficients averaged across schools; ICC = intraclass correlation for reliability of means. All F-ratios were significant at $p \leq .001$

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The F-ratios and intraclass correlation estimate of the reliability of means for the nine climate dimensions and three reward dimensions are contained in Table 2-5 for the teacher sample and Table 2-6 for the student sample. All F ratios were significant. The ICC's ranged from .62 to .99 indicating that reliable differences in climate exist between schools.

Assignment of Climate Scores

Perceptual agreement among individuals is important for the aggregation (James, 1982) of the climate scores. Given that there exists adequate agreement among individuals based on $r_{wg(j)}$ and that reliable differentiation between schools on climates was demonstrated, the climate scores were averaged across individuals (teachers and students separately) within each school for each of the climate dimensions. The number of teacher per school who completed the climate survey ranged from 5 to 49, and the number of students per school ranged from 40 to 226.

For the subsequent analyses which assessed the relation of climate and individual personal orientations to outcomes, individuals' climate scores were the mean climate of the school to which they belonged. That is, all individuals employed in the same school had identical scores for measures of climate dimensions and reward climates.

Personal Orientation Measurement

Measurement Issues. In developing the items for the personal orientation survey, several issues were considered. First, in accordance with arguments made by Sims (1983) and Pervin (1968), the

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same units or classification schemes for measuring the environmental dimensions should be used to measure individual characteristics. Thus, the nine personal orientation dimensions and the reward orientations should be definitionally similar to the nine climate dimensions and reward climates. Similarly, Ajzen and Fishbein (1977) argued that correspondence between specific attitudes toward a given target and a specific behavior criterion will enhance the strength of attitude-behavior links. Applying this notion to the climate and personal orientation measures requires that the personal orientation items be specific and correspond to the climate items for each construct. Additionally, as suggested by Schneider and Schmitt (1986), the items selected for personality type measures should be tailored to be job specific, rather than relying on the more general personality measures commonly used in research.

Yet, a potential problem with the development of personal orientation items that closely match the climate items is that individuals may simply respond to the personal orientation items in a manner that reflects their climate perceptions or what they perceive to be present in their school environment. That is, rather than responding in a way that reflects the individual's personality, the responses could simply be reflections of attributes in the environment. Thus, it is important that the personal orientation items measure individual characteristics, but at the same time, be job-relevant.

Personal Orientation Surveys. Two measures of personal orientation, one for teachers and one for students, were developed to

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assess individuals' sets of preferences and beliefs in relation to the school environment. Nine personal orientation dimensions were included which match the nine climate dimensions. Further, job relevant items were developed to capture individual characteristics, and not simply preferences for a particular school environment. To illustrate, one climate item is "the making of independent decisions is highly valued here." Rather than frame the personal orientation item to reflect a preference for this aspect in the school, such as "I prefer to work in a school which allows for making independent decisions," the personal orientation item was phrased, "I like to make my own decisions about how to proceed with my teaching (or school work, for students)." Hence, the frame of reference is more clearly the individual and the individual's own preferences, values, and beliefs with respect to the work situation.

Appendix K contains the personal orientation items, by dimension, for teachers and Appendix L contains the survey for students. The response scale for all items was a five-point Likert-type scale ranging from strongly agree (0) to strongly disagree (4).

The teacher and student surveys were developed to assess similar constructs. The major difference between the two is that the teacher personal orientation items refer to aspects of the teacher job, while the student survey reflects relevant aspects for the "job" of student.

Reward Orientations. The reward orientations are operationalized in a manner similar to the personal orientations and represent additional personal orientations which are specific to reward preferences. Teacher and student reward orientations were assessed with

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an 8-item and a 7-item scale, respectively. Similar to the measurement of reward climate, the scales were developed to measure two aspects of reward orientation. The first aspect of reward orientations relates to preferences for types of rewards (i.e., social, intrinsic and extrinsic). With respect to the model, praise (intrinsic reward) corresponds to the affective facet, recognition (intrinsic reward) to the cognitive facet, and pay and promotions (extrinsic reward) to the instrumental facet, For students, praise relates to an affective orientation, grades to instrumental, and school assignments and awards to cognitive.

The second aspect of reward orientations pertains to individuals' beliefs regarding how rewards should be allocated (i.e. based on time, effort, or ability). One item was developed for each of these three categories. The reward orientation scale for teachers appears in Appendix M and Appendix N contains the scale for students.

Personal and Reward Orientation Scores

Internal consistency indices were computed for each of the nine personal orientations and three reward orientations. Due to low item-total correlations, a total of 14 items were eliminated from the nine personal orientation scales. The original alpha coefficients for the reward orientations were .59, .18 and .59 for the social, intrinsic and extrinsic reward orientations, respectively, for teachers and .60, .14 and .20 for students. Therefore, the reward orientations were modified such that the reward allocation system items (time, effort and ability) were deleted from the reward orientation scales. These items

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were elimated because of their low intercorrelations with the rewards used and the low intercorrelations among the allocation system items themselves. The modified reward orientation dimensions are consistent with the modified reward climate dimensions. Reasons for deleting the reward allocation system items from the reward dimensions were discussed above in reference to the climate reward dimensions. The inter-item and item-total correlations of the original scales are contained in Appendix V (teacher) and W (students).

For data analytic purposes, the individual's responses to items within a dimension were totalled to derive a personal orientation score for each of the dimensions for each person. All items were scored such that higher numbers indicate a greater personal orientation for that dimension. Table 2-7 contains the alpha coefficients for the personal orientations for teachers and Table 2-8 contains the same information for students.

An assumption underlying the matching hypothesis is that within any particular school, there will be variance among the personal orientations of individuals. Therefore, no or only small differences in the mean personal orientations between schools should exist. To evaluate this assumption, one-way ANOVAs for each personal orientation dimension were computed. Results of the ANOVAs are presented in Table 2-9 for the group of teachers and Table 2-10 for the student group. There are some significant differences in personal orientations between schools for teachers, although the strength of the relationships are not large. These results indicate that schools have some small effect on

Table 2-7

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Table 2-8

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Table 2-7

Alpha Coefficients for Personal Orientations for Teachers (n=533)

Personal Orientation	Number Items	Alpha
Part	5	.67
Coop	6	.73
Warm	3	.63
Grow	5	.88
Innov	5	.73
Auton	4	.66
Achiev	5	.92
Hier	6	.77
Struct	9	.73
Social	1	---
Intrin	1	---
Extrin	3	.74

Table 2-8

Alpha Coefficients for Personal Orientations for Students (n=2039)

Personal Orientation	Number Items	Alpha
Part	5	.72
Coop	7	.76
Warm	3	.63
Grow	5	.83
Innov	5	.75
Auton	6	.56
Achiev	5	.78
Hier	6	.79
Struct	5	.73
Social	2	.73
Intrin	1	---
Extrin	1	---

Table 2-9

One-way ANO

Part	
Between	
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Coop	
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Warm	
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Grow	
Between	
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Table 2-9

One-way ANOVAS for Personal Orientations by School Group for Teachers

	SS	df	MS	F	Sig
Part					
Between	9.54	28	0.34	1.29	.15
Within	152.04	575	0.26		
Coop					
Between	7.87	28	0.28	1.24	.58
Within	129.99	575	0.23		
Warm					
Between	10.51	28	0.38	1.12	.31
Within	193.29	575	0.34		
Grow					
Between	19.75	28	0.71	2.55	< .001
Within	158.78	575	0.28		
Innov					
Between	12.43	28	0.44	1.37	.10
Within	186.01	574	0.32		
Auton					
Between	20.41	28	0.73	1.63	.02
Within	257.39	575	0.45		
Achiev					
Between	17.75	28	0.63	1.19	.23
Within	306.66	575	0.53		
Hier					
Between	47.12	28	1.68	4.44	< .001
Within	217.85	575	0.38		
Struct					
Between	21.27	28	0.76	2.49	< .001
Within	175.14	575	0.30		

Table 2-9 (C

Social

Between
Within

Intrinsic

Between
Within

Extrinsic

Between
Within

Table 2-9 (cont'd.)

	SS	df	MS	F	Sig
Social					
Between	31.81	28	1.14	1.49	.05
Within	432.18	568	0.76		
Intrinsic					
Between	28.45	28	1.02	1.22	.20
Within	475.96	573	0.83		
Extrinsic					
Between	38.77	28	1.38	2.22	< .001
Within	357.76	574	0.62		

Table 2-10

One-way ANO

Part	
Between	
Within	
Coop	
Between	
Within	
Warm	
Between	
Within	
Grow	
Between	
Within	
Innov	
Between	
Within	
Auton	
Between	
Within	
Achiev	
Between	
Within	
Hier	
Between	
Within	
Struct	
Between	
Within	

Table 2-10

One-way ANOVAS for Personal Orientations by School Group for Students

	SS	df	MS	F	Sig
Part					
Between	26.06	27	0.97	2.02	.002
Within	1146.52	2405	0.48		
Coop					
Between	36.49	27	1.35	3.04	<.001
Within	1070.00	2405	0.44		
Warm					
Between	26.60	27	0.99	1.77	.009
Within	1336.12	2405	0.56		
Grow					
Between	64.22	27	2.38	5.20	<.001
Within	1099.57	2404	0.46		
Innov					
Between	40.61	27	1.50	2.90	<.001
Within	1248.86	2405	0.52		
Auton					
Between	11.82	27	0.44	1.31	.13
Within	803.85	2405	0.33		
Achiev					
Between	41.47	27	1.54	3.05	<.001
Within	1209.31	2405	0.50		
Hier					
Between	129.98	27	4.81	8.97	<.001
Within	1290.68	2404	0.54		
Struct					
Between	82.22	27	3.05	5.31	<.001
Within	1379.00	2404	0.57		

Table 2-10

Table 2-10 (cont'd.)

	SS	df	MS	F	Sig
Social					
Between	33.59	27	1.24	1.56	.03
Within	1886.86	2368	0.80		
Intrinsic					
Between	70.68	27	2.62	2.37	<.001
Within	2638.31	2392	1.10		
Extrinsic					
Between	38.33	27	1.42	1.67	.02
Within	2039.54	2397	0.85		

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orientations of teachers. On the other hand, for the student sample, for all but one of the personal orientation dimensions, significant differences between schools were revealed. For some dimensions, these findings may be due, in part, to the large sample size and the corresponding high level of power for detecting differences. That is, for some dimensions (e.g. social rewards) the ratio of the between school mean squares to the within school mean squares is relatively low; but the power of the F-test is high. Nevertheless, there appears to be some differentiation by schools for orientations of students.

Further, examination of the standard deviations of the personal orientations yields information regarding the variability of personal orientations within schools. The means and standard deviations for each personal orientation dimension by each school are contained in Appendices O and P for teachers and students, respectively. The standard deviations range from .24 to 1.2 for teachers and .39 to 1.4 for students. Although most of the standard deviations are relatively low, they are, for the most part nearly twice as large as those for the assigned climate dimensions scores. Thus, there should be sufficient variance among teachers' and students' personal orientations for detecting individual differences in the matching of climates and personal orientations.

Stability of Climate and Personal Orientation Measures

To determine the stability of responses to the climate and personal orientation dimensions, test-retest reliabilities were computed for each measure. Forty-three undergraduate students from a large midwestern

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university completed the climate measure twice, with approximately six weeks between test administrations. Ninety-one percent of these students were at the sophomore level or above, so they should have had sufficient time to derive stable perceptions of the school climate. For the personal orientation measure, 49 undergraduate students, 94% of whom were at the sophomore level or above, completed the survey twice, with approximately six weeks between administrations. No single student completed both surveys.

Appendix Q contains the test-retest forms used for the college sample. The items in the forms are identical to those used for assessing climate and personal orientations from the secondary school samples, with the exception that eight items were eliminated from the climate survey and three from the personal orientation survey. These items were inappropriate for college students. The test-retest forms in Appendix Q also contain some climate and personal orientation items that were not used for the present study, but were applicable to the larger NASSP climate project. These additional items were included in the test-retest forms to make the surveys as similar as possible to the those administered to the secondary school samples.

The test-retest reliabilities for each of the climate and personal orientation dimensions are presented in Table 2-11. With the exception of the reward dimensions, the climates and personal orientations are fairly stable over time. One potential reason for some of the low reliability coefficients lies in the times at which the surveys were administered. The first administration took place at the beginning of

Table 2-11

Test-Retest

Part	
Coop	
Warm	
Grow	
Innov	
Auton	
Achiev	
Hier	
Struct	
Social	
Intrin	
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Table 2-11

Test-Retest Reliabilities for Climate and Personal Orientations

	Climate n = 43	Personal Orientation n = 49
Part	.65	.70
Coop	.70	.56
Warm	.68	.69
Grow	.71	.53
Innov	.63	.72
Auton	.70	.49
Achiev	.58	.71
Hier	.45	.68
Struct	.49	.83
Social	.10	.36
Intrin	.30	.62
Extrin	.44	.25

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the second school term, while the second test was administered one week before final exams. The pressure of final examinations may have altered the students perceptions of themselves and of their climates, particularly in relation to rewards.

It is also important to note that the sample used for the test-retest reliability is from a slightly different population that that used for the study. However, the test-retest reliabilities should provide a reasonably good estimate of the stability of the measures.

Outcome Measures

A set of outcome measures was designed to assess behavior and attitudinal responses at work, including facet satisfaction, involvement, commitment, intention to turnover, adjustment, performance, stress, and absenteeism. In Appendix R, the outcome measures for teachers are presented and Appendix S contains the outcome measures for students.

Facet Satisfaction. For each of the climate dimensions, a satisfaction scale was compiled to measure indivduals' satisfaction with that particular aspect of the environment. Thus, there are 12 facet satisfaction scales, one corresponding to each of the climate dimensions, and one corresponding to each reward dimension. For the most part, the satisfaction items were derived from the NASSP Teacher Satisfaction Survey and Student Satisfaction Survey (See Appendices C and D for the original measures). The items from the NASSP surveys, which were relevant to the particular facets of job satisfaction in this study, were combined to form the satisfaction scales appearing in

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Appendix R and S. Additional satisfaction items were added when few or no satisfaction items for a particular dimension appeared on the NASSP surveys. A five-point Likert-type scale ranging from I am very dissatisfied (0) to I am very satisfied (4) with this aspect of my school was used as the response scale for all items.

Commitment. Three aspects of commitment were measured, using three different scales. First, the attitudinal commitment scales for teachers and for students consisted of five items adapted from Porter and Smith's (1970) Organizational Commitment Questionnaire. Secondly, the scales to assess commitment to the school's values consists of 4 items; two items were based on the Porter and Smith (1970) scale and two were based on Franklin's (1975) Commitment to the Formal Organization Scale. These two scales used a five-point Likert-type scale ranging from strongly agree (0) to strongly disagree (4).

Finally, for teachers only, the Hrebaniak and Alluto (1972) Organizational Commitment scale which views commitment in terms of calculative involvement was used. A five-point Likert-type scale was used ranging from yes, definitely (1) to no, definately not (5). The alpha coefficient for the original scale was reported as .79.

Involvement. A six item-scale for teachers and a four-item scale for students were developed to assess active participation in school activities, such as clubs, and attendance at athletic events, competitions, dances, etc.

Adjustment. To measure individuals' adjustment to the school, a six-item scale was developed. The items were adapted from measures used

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by Fisher (1982). A five-point Likert-type scale ranging from strongly agree (0) to strongly disagree (4) was used.

Stress. The stress scales measure psychological symptoms of stress. Four of the items were adapted from the Job-related Tension scale (Kahn, Wofe, Quinn & Snoek, 1964). All items used a five-point Likert-type scale ranging from never (0) to quite often (4).

Intention to Turnover. The intention to turnover scale from the Michigan Organizational Assessment Questionnaire (Cammann, Fichman, Jenkins, & Klesh, 1979) was adapted to assess teachers' and students' desire to remain with the school. A five-point Likert-type scale ranging from strongly agree (0) to strongly disagree (4) was used. Coefficient alpha was reported as .83 in the source publication.

Absenteeism. Two items were developed to assess absenteeism. The first item asked for reports of the total number of days absent from school and the second asked for reports of the number of days absent when not ill.

Self-rated Performance. Teachers' performance was assessed using four items which required teachers to evaluate their own job performance. For students, one item asks students to report the grades they typically receive in school and two items refer to discipline problems in school.

Outcome Scores

To evaluate the psychometric properties of the outcome measures, internal consistency reliability indices and scale intercorrelations were computed. A few changes in the original scales were made based on

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these analyses in order to enhance their reliability. First, the two commitment scales, attitudinal commitment and value commitment, were correlated highly (.60); thus, they were combined to form one attitudinal commitment scale. Second, the internal consistency among the involvement items was low (α = .46) and item intercorrelations ranged from -.05 to .53. Thus, the involvement items appeared to be measuring different aspects of employee participation in work activities and were treated separately in the subsequent analyses. Finally, the two absenteeism items were designed to assess two different types of absenteeism (total number of absences and absences when not ill). Although the second item overlaps the first to some degree (r's were .43 and .48 between the two items for teachers and students, respectively), they represent two different forms of absence and hence, were treated separately.

The alpha coefficients for the outcome measures are presented in Table 2-12 for teachers and Table 2-13 for students. All items were scored such that higher scores indicate a greater "amount" of that outcome.

Procedure

Permission from the schools to administer the surveys was solicited by Dr. James Keefe of NASSP. All surveys were mailed by NASSP to school principals, who distributed the surveys to teachers and students within the school. Participation was requested from twenty-five percent or a minimum of 100 students within each school; all teachers within a school were asked to participate.

Table 2-12

Alpha Coef

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Table 2-12

Alpha Coefficients for Teacher Outcome Measures

Outcome	Number Items	Alpha
Satisfaction		
Part	2	.70
Coop	6	.75
Warm	4	.64
Grow	2	.83
Innov	4	.54
Auton	2	.91
Achiev	4	.77
Hier	3	.63
Struct	7	.76
Intrin	1	--
Extrin	1	--
Commitment		
Calc Inv	4	.76
Attitude	9	.82
Adjustment	6	.75
Stress	5	.82
Quit	3	.85
Performance	4	.62

Involvement and Absenteeism were measured with single items.

Table 2-13

Alpha Coef

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Table 2-13

Alpha Coefficients for Student Outcome Measures

Outcome	Number Items	Alpha
Satisfaction		
Part	4	.76
Coop	8	.79
Warm	4	.60
Grow	4	.69
Innov	2	.68
Auton	3	.63
Achiev	3	.64
Hier	2	.83
Struct	7	.78
Intrin	1	--
Extrin	1	--
Commitment	9	.91
Adjustment	6	.81
Stress	6	.84
Quit	3	.63

Involvement, Absenteeism and Performance were measured with single items.

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One half of the participating teachers and students from each school completed the climate measures. The second half of teachers and students completed the personal orientation and outcome measures. No students or teachers completed both sets of measures. Therefore, indices of school climate were derived from a sample of teachers or students within a school that was separate from the sample from which personal orientations and outcomes were derived. The latter represented the subjects in this study. As indicated above, climate scores were assigned to those individuals based on the aggregate responses of their peers. A letter explaining the project accompanied each packet of measures. All responses were anonymous and confidential. Once teachers and students completed the measures, they were collected by the school principal who mailed them to the researchers at Michigan State University.

Data Analysis

The unit of analysis in this study was the individual. Teachers and students were analyzed separately. For all analyses, the same climate dimension scores were assigned to each individual in the same school as indicated above, but the climate scores varied across individuals from different schools. The personal orientation and outcome measures remained at the individual level. Since the hypotheses of interest in this study focus on the match between individual personal orientations and organizational climates, interaction terms were used in the analyses. Interaction terms were computed for each person by multiplying the climate score for a particular dimension with the

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Data were analyzed using multivariate techniques, including canonical correlations, part-canonical correlations, multiple regressions, the Box M test, and Chow's (1960) equation for tests of equality between sets of coefficients in regression equations.

Tests of Congruence Hypothesis (Hypothesis 1)

Canonical correlational analyses (Cooley & Lohnes, 1971) were used to provide an index of the overall relationship between the sets of predictor variables (climates, personal orientations and climate-personal orientation interations) and the set of job attitudes and behaviors. The aim of canonical correlation is to derive a linear combination of each set in such a way that the correlation between the two (i.e., the canonical correlation) is maximized. As many pairs of linear combinations (i.e., functions or variates) can be derived as there are variables in the smaller of the two sets of variables; that is, the outcome and predictor variables. The canonical correlations between pairs of variates reflect links or patterns of interdependency between the sets of variables.

Three types of information provided by the canonical correlation are important. First is the number and magnitude of the canonical correlations between the sets of variables. A significant canonical correlation indicates that the predictor set helps to explain the dependent variable set. Second, an examination of which variables are most important to the function within each set provides an indication of the nature of the link between the two sets of variables. The

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correlations between the individual variables and the canonical functions are useful for determining which variables contribute most to the link. Finally, redundancy coefficients allow for determining the amount of variance that is common between the two sets. A redundancy coefficient is the mean of the squared correlations between the dependent variables and each predictor canonical function score. One redundancy coefficient is computed for each significant canonical function. The sum of the redundancy coefficients for all significant canonical functions represents the total criterion variance extracted, given the predictor set. That is, the total redundancy coefficient indicates the proportion of variance in the set of criteria accounted for by the predictors.

Four canonical correlational analyses were performed for the teacher sample, and four for the student sample. One canonical correlation was performed to assess the relation between the individual outcomes and the organizational climates. A second was calculated to examine the individual outcome-personal orientation relationship. Finally, the extent to which congruence between climate and personal orientations is related to individual outcomes was assessed by comparing the results of two canonical correlational analyses.

To evaluate the relationship between individual outcomes and climate-person congruence, the redundancy coefficients obtained from a canonical correlation when outcomes were used as the dependent variable set and climates and personal orientations as the independent variable set were compared to the redundancy coefficients obtained from a

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canonical correlation between the outcome set and the set of climate, personal orientation and climate-person interaction terms. An increase in the redundancy coefficient from the former to the the latter canonical correlational analyses would indicate that the climate-person interactions were accounting for additional variance in the set of individual outcomes. Note that this procedure is analogous to moderated hierarchical regression procedures in which the main effects are partialled out before entering the interaction terms; significant increases in R^2 indicate that significant and independent proportions of variance are accounted for by the interactions. The analytical procedure can be described as follows where the climate and personal orientation main effects are entered first and partialled out before the climate-personal orientation interaction is entered in the analysis:

$$Y = (C_1 \ldots C_{12}) + (PO_1 \ldots PO_{12}) + (C_1 \times PO_1 \ldots C_{12} \times PO_{12})$$

where Y = the set of outcomes,

C_1 to C_{12} refer to scores for each of the nine climate and three reward dimensions,

PO_1 to PO_{12} refer to scores for each of the nine personal orientation and three reward orientations, and

$C_1 \times PO_1$ to $C_{12} \times PO_{12}$ refer to the interaction terms between climate and personal orientation for each of the of the 12 dimensions.

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The canonical correlations were used as an overall indication of the predictability of the set of individual outcomes from an interactional model for the set of climate dimensions and personal orientation dimensions as well as the climate-personal orientation interactions. They were employed primarily to control for experiment-wise Type I error, given the large number of variables investigated. Univariate regressions followed the canonical correlational analyses to elucidate and interpret specific relationships. The regressions were employed to examine the relationship between outcomes, climate, personal orientations and climate-personal orientation interactions for each outcome variable independently.

A series of hierarchical regressions of sets, using moderated regressions (Zedeck, 1981) were performed for each outcome variable independently. For each facet satisfaction dimension, the climate dimension score, personal orientation score, and interaction term which corresponded to the satisfaction dimension were entered in the regression in that order. For each outcome, the climate dimension scores, personal orientation scores, and interaction terms were entered into the regression, in that order. The climate variables were entered in the equation first because evidence has demonstrated that affective responses to work may be more directly related to work environments, job characteristics or structural aspects of jobs or organizations than to individual differences (e.g. Herman & Hulin, 1972; Newman, 1975; Oldham & Hackman, 1981; O'Reilly & Roberts, 1975). The climate variables may account for more variance in the outcomes relative to the personal

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orientations, but the interaction of climate and personal orientations is believed to be the most important predictor of outcomes, as hypothesized. Thus, the climate variables were controlled in the prediction of personal orientations on outcomes and both climate and personal orientations were controlled in the regression of the interaction ("match") between climate and personal orientations on outcomes. In this manner, the extent to which an interaction exists between climate and personal orientations was examined. A significant change in R^2 would indicate that the interaction between climate and personal orientations contributes to job attitudes and behaviors even after the effects of climate and personal orientation alone have been accounted for.

Additional Analyses. Two types of exploratory analyses were performed. First, although the model in this study proposes a direct relationship between climate-personal orientation match and individual-level outcomes, it is possible that individuals' job satisfaction could mediate the relationship between climate-personal orientation match and the other outcomes in the model. For example, satisfaction plays an important role in models of turnover (cf., Mobley, 1977) and absenteeism (cf. Steers & Rhodes, 1978). Satisfaction has also been signficantly related to job involvement (Saal, 1978). Therefore, because individuals' satisfaction may be related to the other outcome measures in this study, stepdown F analyses were computed to partial the effects of satisfaction from the other outcome variables. The stepdown F values indicate the relationship between the independent variables (climate,

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personal orientations and climate-person interactions) and the outcome measure when the variance due to satisfaction is controlled for in the outcome measure.

Second, the beta weights for each climate, personal orientation and climate-person interaction term were examined to identify which particular dimensions were related to which particular outcomes. These analyses were exploratory in nature as no hypotheses regarding relationships for the effects of specific dimensions were offered.

Tests of the Multi-Echelon Model (Hypothesis 2)

Several analyses were performed to examine the extent to which students and teachers within a school agreed on their climate perceptions for that school. First, correlations and F tests between teachers' and students' climate perceptions and personal orientations were computed to evaluate their similarity with respect to mean levels of the constructs. Box's M (1950) statistic was used as an overall test of the degree to which the relationship between constructs for teachers and students are similar (i.e., as a test of Hypothesis 2 derived from Rousseau's multi-echelon model). The Box M statistic tests the hypothesis that the covariance matrices from two samples are equal. The covariance matrices included climate dimensions, personal orientation dimensions, and outcomes for teachers and for students. With a non-significant Box M statistic, it could be assumed that the relationship between variables for the two samples are similar.

Given a significant Box M statistic, additional tests for teacher and student similarity for each dependent variable were performed using

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Chow's (1960) equation which tests for equality between sets of coefficients in two linear regressions. Chow's test of equality was used to examine whether the same relationship between climate, personal orientations and outcomes held for two different groups - the teacher group and the student group. The test assesses whether two sets of observations can be regarded as belonging to the same regression model. Non-significant Chow tests indicate that the pattern of relationships among the variables are the same.

RESULTS

This section is divided into two major portions. The first portion is devoted to analyses related to the congruence hypothesis. The second part of this section pertains to Hypothesis two involving the multi-echelon relationship between teachers and students.

Tests of the Congruence Hypothesis

The congruence hypothesis (Hypothesis 1) predicted that job attitudes and behaviors (outcomes) would be superior when congruence or a match between characteristics of people (personal orientations) and characteristics of their work environment (climates) exists. A completely crossed interaction was predicted (see Figure 1-4) whereby a match was defined as correspondence in the level of personal orientations and climates. That is, congruence or a match exists when a person with a "low" personal orientation for a particular dimension works in a climate which is "low" on that same dimension. Congruence also occurs when a person with a "high" personal orientation works in a correspondingly "high" climate. Incongruence exists when either the personal orientation level is high and climate is low for a specific dimension, or vice versa. For the relationship between climate-personal orientation congruence and satisfaction, the hypothesis predicted that people whose personality was congruent with their school climates for a particular dimension would be more satisfied in terms of the corresponding facet satisfaction dimension.

Analysis of this hypothesis required four sets of measures: 1) organizational climate scores which represented the characteristics of

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the work environment; 2) personal orientation scores which represented work-related personality characteristics of people; 3) interaction scores indicating the level of congruence between climates and personal orientations; and 4) outcomes variables which were measures of job attitudes and behaviors. The first three sets of measures were used as independent variables and the fourth set as dependent variables in the analyses.

As indicated previously, all individuals within the same focal school were assigned climate dimension scores corresponding to those of their school. A total of 12 climate dimension scores were assigned to each individual, one for each climate dimension. Twelve personal orientation scores were computed for each individual by averaging the items representing each dimension, and 12 multiplicative interaction terms were computed for each person by multiplying the climate score on a particular dimension by the personal orientation score for that dimension. Scores for the set of outcome variables were obtained by averaging items (when multiple items existed) for the measures of the 12 facet job satisfactions, commitment, involvement, adjustment, stress, intention to turnover, absenteeism and performance.

The relationships between organizational climates, personal orientations, organizational climate-personal orientation interactions and individual responses were assessed using canonical correlational analyses (Cooley & Lohnes, 1971) and a series of moderated regressions (Zedeck, 1971). The analyses were conducted for the teacher and student sample separately.

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Results for Teachers

For the sample of teachers, properties of the sets of measures, results obtained from the canonical correlational analyses and results from the moderated regressions are discussed below.

Relationships between Measures. The means, standard deviations and intercorrelations of the assigned climate dimension scores are presented in Table 3-1. Examination of Table 3-1 indicated that perceptions of school climates (at the aggregate level) were highly intercorrelated. The zero-order correlations among the assigned climate dimension scores ranged from .01 to .91, with a median r of .61. These results indicate some redundancy in the measurement of school climates.

The canonical correlational analysis accounts for intercorrelations among variables. Canonical variates or functions are derived through a residualizing process whereby each successive canonical function extracted uses the residuals from the previous function. The residualizing process assures a condition of orthogonality such that all correlations betweem successive canonical functions are zero. High intercorrelations between predictors and/or criteria result in extraction of only one (or a few) canonical variate.

In Table 3-2, the means, standard deviations, and intercorrelations of the personal orientations are reported. The correlations among the personal orientation dimension scores were low, ranging from .00 to .65, with a median r of .12. The highest intercorrelations among the personal orientations were found among the dimensions representing the affective facet (participative, cooperative and warm) with r's ranging

Table 3-1

Means, Standard Deviations and Intercorrelations of Aggregate Climate for Teachers

		$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1.	Part	1.78	0.42												
2.	Coop	2.82	0.24	.78											
3.	Warm	2.73	0.33	.77	.90										
4.	Grow	3.02	0.26	.41	.71	.52									
5.	Innov	2.52	0.31	.50	.85	.71	.71								
6.	Auton	2.36	0.35	.70	.63	.62	.09	.42							
7.	Achiev	2.78	0.36	.52	.83	.75	.82	.83	.21						
8.	Hier	1.50	0.43	-.75	-.67	-.70	-.16	-.45	-.91	-.34					
9.	Struct	2.71	0.29	.60	.79	.77	.67	.78	.31	.90	-.46				
10.	Social	2.05	0.43	.57	.77	.73	.70	.63	.32	.78	-.38	.62			
11.	Intrin	1.36	0.39	.33	.44	.41	.72	.38	-.01	.53	-.01	.47	.63		
12.	Extrin	1.03	0.30	-.04	.20	.14	.16	.14	.07	.13	-.02	-.02	.01	.02	

Table 3-2

Means, Standard Deviations and Intercorrelations of Personal Orientations for Teachers (n=533)

		$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1.	Part	2.69	0.52												
2.	Coop	2.79	0.48	.58											
3.	Warm	3.16	0.57	.37	.46										
4.	Grow	3.20	0.52	.31	.30	.25									
5.	Innov	2.66	0.56	.38	.29	.22	.43								
6.	Auton	2.62	0.67	.21	.04	.15	.09	.26							
7.	Achiev	3.24	0.75	.25	.22	.28	.39	.41	.14						
8.	Hier	1.89	0.65	.05	.22	.19	.05	.00	-.22	-.04					
9.	Struct	2.05	0.57	.03	.06	.07	.12	.07	.03	.07	.33				
10.	Social	2.68	0.89	.16	.15	.17	.20	.10	.13	.07	.02	.12			
11.	Intrin	2.14	0.92	.12	.08	.10	.08	.09	.07	.04	.07	.10	.47		
12.	Extrin	2.31	0.81	.03	-.04	.00	.07	.02	.16	-.04	-.01	.08	.44	.65	

from .37 to .58, and between the three reward climates (r's ranged from .44 to .65). Nevertheless, the personal orientation indices appeared to be measuring relatively independent constructs.

The intercorrelations among the outcome variables (Table 3-3) ranged from .00 to .78. Individual measures of similar constructs (e.g. the 12 facet satisfactions) revealed fairly high intercorrelations, but correlations across different job behavior and attitude (outcome) constructs (e.g. between satisfaction and performance) tended to be low. The highest intercorrelations were found among the 12 facet satisfaction dimensions (r's ranged from .30 to .78). The correlation between the two commitment measures was .47 and the two absenteeism measures were modestly related (r = .43). Additionally, there were a few fairly high correlations among the remaining outcome measures. Commitment was negatively related to turnover intentions (r = .50 and .52) and positively related to satisfaction (r's ranged from .22 and .55). Self-rated performance and adjustment were correlated at .42. Finally, the facet satisfaction dimensions revealed very low correlations with the other measures of job attitudes and behaviors, with the exceptions of adjustment, stress and intention to turnover which were moderately correlated with satisfaction (r's ranged from -.15 to .42).

Tables 3-4 and 3-5 contain the correlations between the three sets of predictor variables (organizational climates, personal orientations, and climate-personal orientation interaction terms). Examination of Table 3-4 showed very small relationships between the

Table 3-3

Means, Standard Deviations and Intercorrelations of Outcome Measures for Teachers (n=533)

Satisfaction	$\bar{X}$	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Part	2.45	0.96												
2. Coop	2.84	0.66	.67											
3. Warm	3.07	0.65	.60	.78										
4. Grow	2.75	0.86	.45	.49	.38									
5. Innov	2.89	0.62	.43	.51	.52	.46								
6. Auton	3.20	0.84	.46	.47	.41	.48	.41							
7. Achiev	2.49	0.81	.38	.42	.39	.39	.40	.38						
8. Hier	2.66	0.75	.70	.72	.59	.48	.44	.50	.35					
9. Struct	2.62	0.68	.50	.56	.51	.38	.46	.31	.61	.55				
10. Social	2.49	1.04	.47	.58	.46	.43	.38	.34	.36	.47	.38			
11. Intrin	2.58	1.11	.56	.65	.57	.40	.28	.32	.29	.53	.37	.59		
12. Extrin	1.93	0.74	.47	.46	.39	.48	.41	.32	.35	.38	.32	.39	.42	

Table 3-3 (cont'd.)

			Satisfaction											
Commitment	$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Heir	Struct	Social	Intrin	Extrin
13. Calc Inv	2.76	0.93	.30	.36	.34	.31	.32	.24	.26	.34	.28	.22	.30	.28
14. Attitude	2.88	0.64	.46	.52	.55	.39	.42	.31	.43	.47	.51	.33	.38	.33
Involvement														
15. Clubs	1.24	1.42	.10	.04	-.03	.04	-.01	.01	.12	.06	.04	.05	.04	-.01
16. Other	1.41	1.58	.02	-.01	-.05	.03	-.03	.04	.03	.00	-.01	-.03	.03	-.01
17. Attend	2.30	0.82	.09	.11	.06	.10	.04	.02	.12	.08	.08	.07	.14	.06
18. Inservice	3.13	0.87	.05	.13	.10	.15	.09	.06	.05	.13	.15	.04	.08	-.01
19. Hours	2.80	1.43	-.10	-.02	-.05	-.03	-.01	-.08	.03	-.03	.06	-.01	.01	-.11
20. Suggest	1.99	0.78	.06	.01	-.07	.02	-.08	.01	.13	.05	.06	.02	.05	-.12
21. Adjust	3.13	0.49	.13	.26	.24	.20	.20	.13	.24	.17	.21	.17	.19	.09
22. Stress	1.67	0.78	-.19	-.21	-.18	-.19	-.20	-.17	-.23	-.20	-.14	-.17	-.15	-.30
23. Quit	1.02	1.02	-.33	-.36	-.30	-.34	-.32	-.27	-.32	-.29	-.25	-.20	-.25	-.39
Absenteeism														
24. Total	2.58	2.31	-.10	-.20	-.15	-.07	-.15	-.10	-.13	-.15	-.12	-.09	-.09	-.09
25. Sick	1.02	1.47	-.05	-.06	-.07	-.10	-.05	.08	-.06	-.05	-.03	-.01	-.02	-.07
26. Perf.	2.71	0.49	.01	.04	-.03	.03	-.01	.08	.16	.07	.11	-.01	.00	-.13

Table 3-3 (cont'd.)

Commitment	13	14	15	16	17	18	19	20	21	22	23	24	25	26
13. Calc Inv														
14. Attitude	.47													
Involvement														
15. Clubs	-.04	.01												
16. Other	-.07	.00	.13											
17. Attend	.03	.17	.37	.12										
18. Inservice	.05	.12	-.05	.07	.13									
19. Hours	-.06	-.02	.08	.17	.14	.10								
20. Suggest	-.07	-.07	.10	.22	.10	.08	.16							
21. Adjust	.25	.37	-.02	.03	.10	.16	.03	.09						
22. Stress	-.20	-.19	.02	.16	-.03	.03	.27	.06	-.22					
23. Quit	-.50	-.52	.03	.03	-.10	-.06	.07	.09	-.24	.27				
Absenteeism														
24. Total	-.08	-.07	-.05	.00	-.16	-.01	-.09	-.03	.14	-.07	.14			
25. Sick	-.20	-.16	.05	.13	-.07	.02	-.01	-.01	.12	-.02	.12	.43		
26. Perf.	.08	.10	.04	.10	.02	.13	.16	.27	.42	-.12	-.07	-.10	-.07	

Correlations greater than $\pm$ .09 are significant at $p \leq .05$.

Table 3-4

Correlations between Climates and Personal Orientations for Teachers (n=533)

Climate	Personal Orientation											
	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.10	.04	.04	.06	.06	.04	.06	-.03	-.19	.11	-.09	-.06
2. Coop	.07	.10	.06	.11	.10	.01	.02	.09	-.10	.10	-.08	-.04
3. Warm	.07	.10	.07	.11	.06	.03	.02	.10	-.09	.04	-.12	-.08
4. Grow	.03	.03	.01	.03	.08	.04	-.06	.02	-.08	.10	.00	.01
5. Innov	.06	.09	.02	.09	.09	-.01	-.03	.04	-.02	.08	-.03	.01
6. Auton	.10	.03	-.01	.07	.06	.00	.04	-.01	-.15	.05	-.10	-.08
7. Achiev	.01	.07	.04	.10	.09	.04	-.01	.09	-.02	.08	-.04	.01
8. Hier	-.08	-.02	.01	-.07	-.05	-.03	-.02	.03	.13	-.06	.09	.03
9. Struct	.02	.04	.03	.08	.08	.02	-.01	.05	-.02	.08	-.04	.01
10. Social	.06	.08	.05	.08	.07	.06	.01	.10	.09	.06	-.11	-.08
11. Intrin	.04	.04	.03	-.01	.05	.04	-.02	.05	-.08	.05	-.05	-.09
12. Extrin	.01	.12	.08	.09	.05	-.07	.05	.15	.06	.00	.01	.04

Correlations greater than $\pm$ .09 are significant at $p \leq .05$.

Table 3-5

Correlations between Interaction Terms and Climates and Personal Orientations for Teachers (n=533)

Climate	PartX	CoopX	WarmX	GrowX	InnovX	AutonX	AchievX	HierX	StructX	SocialX	IntrinX	ExtrinX
1. Part	.80	.37	.44	.25	.29	.38	.30	-.47	.03	.37	.11	-.09
2. Coop	.62	.51	.53	.43	.49	.32	.41	-.33	.19	.46	.19	.08
3. Warm	.61	.47	.59	.35	.39	.33	.37	-.36	.19	.39	.13	.03
4. Grow	.33	.33	.28	.49	.40	.08	.33	-.08	.17	.41	.40	.10
5. Innov	.41	.44	.40	.42	.56	.20	.36	-.24	.27	.36	.18	.08
6. Auton	.58	.30	.32	.10	.25	.49	.14	-.55	-.04	.21	-.08	-.04
7. Achiev	.40	.41	.43	.48	.47	.14	.45	-.14	.31	.44	.27	.08
8. Hier	-.60	-.30	-.37	-.14	-.26	-.48	-.18	.63	-.04	-.24	.07	.03
9. Struct	.46	.37	.43	.39	.44	.18	.42	-.24	.35	.36	.23	-.02
10. Social	.46	.40	.43	.40	.36	.21	.37	-.16	.14	.54	.26	-.05
11. Intrin	.27	.22	.24	.33	.22	.02	.23	.06	.09	.35	.51	-.05
12. Extrin	-.01	.19	14	.15	.11	-.02	.10	.10	.05	.01	.03	.63

Table 3-5 (cont'd.)

P.O.		PartX	CoopX	WarmX	GrowX	InnovX	AutonX	AchievX	HierX	StructX	SocialX	IntrinX	ExtrinX
1.	Part	.67	.52	.33	.28	.35	.23	.22	-.03	.04	.16	.11	.03
2.	Coop	.37	.90	.41	.27	.29	.05	.22	.15	.08	.18	.09	.07
3.	Warm	.24	.42	.84	.22	.20	.13	.26	.13	.07	.18	.10	.05
4.	Grow	.23	.30	.27	.88	.40	.11	.38	-.02	.14	.21	.05	.11
5.	Innov	.27	.30	.21	.41	.87	.26	.39	-.04	.10	.13	.11	.05
6.	Auton	.15	.04	.13	.10	.22	.86	.13	-.20	.03	.13	.07	.08
7.	Achiev	.18	.19	.24	.31	.32	.14	.88	-.05	.06	.06	.02	.02
8.	Hier	.01	.23	.22	.06	.02	-.18	.00	.77	.10	.10	.10	.10
9.	Struct	-.12	.01	.01	.06	.06	-.04	.04	.32	.93	.05	.03	.10
10.	Social	.17	.18	.15	.22	.12	.13	.10	-.04	.13	.85	.41	.32
11.	Intrin	.00	.04	.01	.07	.06	.00	.01	.10	.08	.32	.80	.50
12.	Extrin	-.03	-.05	-.04	.07	.03	.10	-.03	-.01	.07	.31	.50	.77

Correlations greater than $\pm$ .09 are significant at $p \leq .05$.

school climate dimensions and individuals' personal orientations (r's ranged from .00 to .19). In particular, the diagonal entries (Table 3-4) indicated very small degrees of relationship between like climate and personal orientation dimensions. Hence, at the individual level, there was little association between personality-type characteristics of individuals and the climates of the school.

The correlations between climate dimensions and multiplicative interaction terms were high (r's ranged from .01 to .80); the correlations between the personal orientation dimensions and the interaction terms were especially high, ranging from .00 to .90 (see Table 3-5). The diagonal table entries indicated the extent to which the climate score (or the personal orientation score) for a specific dimension was related to the corresponding interaction term for that dimension. These correlations were particularly high (r's ranged from .35 to .80 for climate and from .67 to .93 for personal orientations). Higher correlations between the personal orientations and interaction terms may have been obtained simply because the standard deviations for the personal orientations dimensions were nearly twice as high as those for the climate dimensions. Overall, the correlational results reported in Table 3-5 indicated that both the climate and personal orientation dimensions were highly and positively related to the corresponding interaction terms.

In Table 3-6, the zero-order correlations between the outcome variables and the three sets of predictor variables (climates, personal orientation, and interactions) are provided. Due to a high level of

Table 3-6

Correlations between Outcomes and Climates, Personal Orientation and Interaction Terms for Teachers (n=533)

	Commitment		Involvement									Absenteeism		
Climate	Calc Inv	Attitude	Clubs	Other	Attend	Hours	Inserv	Suggest	Adjust	Stress	Quit	Total	Sick	Perf
Part	.11	.22	.09	.06	.02	.13	-.06	.04	.11	-.06	-.13	-.04	.09	-.03
Coop	.15	.36	.12	.04	.08	.18	-.01	.02	.13	.00	-.14	-.10	.04	-.01
Warm	.18	.40	.09	-.01	.06	.13	-.02	-.01	.19	-.08	-.17	-.14	-.01	.00
Grow	.07	.21	.13	.01	.09	.13	.08	.02	-.01	.11	-.01	-.12	-.01	-.02
Innov	.12	.32	.12	-.03	.06	.17	.04	.02	.10	.08	-.12	-.12	-.02	.06
Auton	.13	.19	.08	.03	-.03	.15	-.11	.07	.11	-.05	-.15	.04	.10	-.02
Achiev	.19	.36	.08	-.02	.09	.16	.08	-.04	.10	.05	-.09	-.17	-.03	.01
Hier	-.09	-.20	-.08	-.03	.05	-.12	.06	-.06	-.13	.03	.10	.03	-.08	.02
Struct	.09	.36	.05	-.02	.03	.13	.09	-.02	.11	.01	-.12	-.12	-.01	.01
Social	.14	.29	.10	.00	.09	.10	.03	-.02	.07	.01	-.07	-.17	-.03	-.03
Intrin	.11	.19	.04	-.04	.09	.07	.11	-.01	-.01	.01	-.05	-.12	-.07	-.03
Extrin	.10	.12	.03	-.01	.12	.12	-.03	-.07	.11	.00	-.02	-.06	-.07	.02

Table 3-6 (cont'd.)

	Commitment		Involvement									Absenteeism		
PO	Calc Inv	Attitude	Clubs	Other	Attend	Hours	Inserv	Suggest	Adjust	Stress	Quit	Total	Sick	Perf
Part	-.05	.16	.09	.15	.20	.13	.06	.36	.29	-.05	-.07	-.04	-.04	.24
Coop	-.02	.24	.05	.13	.24	.10	.10	.17	.34	-.08	-.11	-.06	-.03	.18
Warm	.07	.21	-.05	.05	.10	.07	.05	-.02	.34	-.01	-.15	-.01	.00	.07
Grow	.00	.19	.00	.06	-.01	.19	.12	.11	.31	-.03	-.13	-.02	-.03	.30
Innov	.01	.13	-.01	.12	.03	.15	.14	.26	.34	.00	-.11	-.04	-.02	.38
Auton	-.09	-.12	-.10	-.03	-.10	.00	.10	.07	.12	.12	.16	.05	.04	.19
Achiev	.07	.12	-.11	.04	-.03	.03	.06	.02	.29	.04	-.16	.04	-.01	.24
Hier	.15	.33	.01	-.08	.10	.02	-.12	-.05	.08	-.19	-.21	-.15	-.16	-.12
Struct	.02	.11	-.11	-.18	-.01	.04	.06	.02	.03	.05	-.07	-.06	-.04	.09
Social	-.13	-.02	-.08	.00	-.08	-.01	.02	.04	-.01	.16	.02	.02	-.01	-.03
Intrin	-.25	-.13	-.06	.05	-.03	-.04	.07	.03	-.05	.17	.16	-.01	-.03	-.04
Extrin	-.26	-.17	.01	.00	.08	-.02	.07	-.01	-.08	.19	.24	.05	.09	.01

Table 3-6 (cont'd.)

	Commitment		Involvement									Absenteeism		
Interaction	Calc Inv	Attitude	Clubs	Other	Attend	Hours	Inserv	Suggest	Adjust	Stress	Quit	Total	Sick	Perf
PartX	.06	.27	.12	.13	.13	.17	-.01	.24	.25	-.08	-.15	-.06	.03	.14
CoopX	.05	.37	.09	.13	.23	.16	.08	.15	.35	-.07	-.17	-.09	-.01	.15
WarmX	.16	.40	.00	.04	.11	.12	.03	-.02	.37	-.06	-.22	-.09	.00	.06
GrowX	.04	.26	.06	.06	.03	.23	.14	.11	.27	.03	-.12	-.07	-.04	.25
InnovX	.07	.27	.04	.09	.05	.20	.14	.22	.33	.03	-.15	-.08	-.03	.34
AutonX	-.01	.00	-.05	.00	-.10	.07	.04	.10	.16	.08	.06	.05	.07	.16
AchievX	.12	.28	-.07	.03	.01	.09	.08	-.01	.30	.06	-.18	-.04	-.02	.20
HierX	.07	.13	-.04	-.05	.11	-.05	-.05	-.08	-.03	-.13	-.10	-.10	-.17	-.07
StructX	.05	.24	-.07	-.17	.01	.08	.10	.01	.06	.05	-.11	-.10	-.04	.09
SocialX	.03	.14	-.02	.00	.00	.03	.01	.01	.03	.13	-.04	-.07	-.03	-.03
IntrinX	-.14	.00	-.03	.03	.03	.00	.11	.01	-.04	.14	.12	-.06	-.05	-.05
ExtrinX	-.13	-.06	.02	-.03	.01	.06	.05	-.03	.02	.14	.16	.01	.03	.02

Correlations greater than $\pm$ .09 are significant at $p < .05$.

statistical power, many of the correlations were significant ($p \leq .05$), though they are of relatively small magnitude. Overall, the strongest associations between variables were found between a) the climate dimensions and attitudinal commitment, number of non-required hours worked, adjustment and total number of days absent; and b) the personal orientation dimensions and attitudinal commitment, adjustment and performance. With respect to specific dimensions, stronger relationships seemed to be found for the affective facet dimensions (participation, cooperation and warmth) and for the growth, achievement and hierarchy dimensions. The zero-order correlations between each facet satisfaction dimension and the corresponding climate, personal orientation and interaction term are presented and discussed in the moderated regression section.

Canonical Correlational Analyses. Several canonical correlational analyses were employed as overall tests of relationships. The canonical correlational analyses were used a) as global tests to guard against the possibility of Type I error that arises due to the sheer number of follow-up regressions tests for each outcome variable independently and b) to provide some overall measures of effect size. The first two canonical correlational analyses assessed direct relationships between outcomes and climates and between outcomes and personal orientations, respectively. In addition, canonical correlational analyses were computed to assess a) the increment in variance explained in outcomes when personal orientations were added to the analyses once the variance attributable to climates was accounted for and b) the amount of

additional variance in outcomes explained by the climate-person interactions when the variance due to both climates and personal orientations was accounted for.

The canonical correlational analysis of the individual outcome-organizational climate relationship yielded highly significant results (Wilks lambda = .19, F = 2.85, $p < .00001$). The analysis resulted in six significant ($p < .05$) canonical functions with a total redundancy coefficient of .09. The total proportion of variance accounted for in the job behavior and attitude measures by the set of climates was 9%. Table 3-7 presents the canonical function correlations and percent of variance explained by each of the six functions. Correlations between each individual variable with the canonical function scores as well as the canonical function weights for each variable and each of the six canonical functions are reported in Appendix X. The follow-up regression analyses for each outcome variable independently were used to interpret specific relationships, but results were consistent with the canonical functions.

In Table 3-8, univariate F tests for each of the outcome variables with the set of climate dimensions as independent variables are presented. The F values ranged from 1.54 to 14.35. Only four of the outcome variables were <u>not</u> significantly affected by climate -- performance and three of the involvement indices (number of clubs sponsor, how often teachers attend school activities, and number of suggestions made for new activities).

Roy-Bargmann stepdown F-tests (1958) are also contained in

Table 3-7

Canonical Correlation Values of Outcomes and Climates for Teachers

Canonical Function	Eigenvalue	Canonical Correlation	Percent Variance Explained
1	.67	.63	4.40
2	.31	.49	2.43
3	.21	.42	0.68
4	.18	.39	0.53
5	.14	.35	0.57
6	.11	.32	0.32

Percent variance explained refers to the proportion of variance in the set of outcomes accounted for by the climate dimensions, derived from the redundancy coefficient.

Table 3-8

F-ratios and Stepdown F-ratios for Outcomes by Climates for Teachers (n=533)

Outcome	F	Sig	Stepdown F	Sig	R
Satisfaction					
Part	7.54	<.0001	7.54	<.0001	.38
Coop	8.72	<.0001	4.21	<.0001	.41
Warm	9.13	<.0001	3.07	.0003	.42
Grow	2.53	.003	1.53	.11	.23
Innov	5.49	<.0001	1.74	.05	.33
Auton	4.95	<.0001	3.30	.0001	.32
Achiev	7.75	<.0001	4.52	<.0001	.39
Hier	7.85	<.0001	1.58	.09	.39
Struct	21.30	<.0001	12.20	<.0001	.57
Social	3.25	.0002	0.84	.61	.26
Intrin	3.49	<.0001	0.49	.92	.27
Extrin	3.86	<.0001	3.23	.0002	.28
Commitment					
Calc Inv	3.21	.0002	1.88	.03	.26
Attitude	11.54	<.0001	3.81	<.0001	.46
Involvement					
Clubs	1.72	.06	1.35	.19	.19
Other	2.32	.007	2.82	.0009	.22
Attend	1.46	.13	1.63	.08	.18
Hours	3.20	.0002	2.35	.006	.26
Inserv	1.92	.03	1.79	.048	.21
Suggest	1.46	.13	1.43	.15	.18

Table 3-8 (cont'd.)

Outcome	F	Sig	Stepdown F	Sig	R
Adjust	3.29	.0001	2.12	.01	.27
Stress	3.24	.0002	2.56	.003	.26
Quit	3.10	.0003	1.76	.05	.26
Absenteeism					
Total	4.22	<.0001	3.57	<.0001	.30
Sick	2.51	.003	1.24	.25	.24
Performance	1.22	.26	1.35	.18	.17

R represents the multiple correlation between the outcome variable and the set of climates.

Table 3-8. Stepdown analyses test the relationship between the independent and dependent variable in a hierarchical fashion. For the first dependent variable, the test statistic is the same as the univariate F statistic. The test statistic for the second dependent variable is the univariate F that would result if the first dependent variable was treated as a covariate. The test statistic for the third dependent variable is adjusted for the first two dependent variables, and so on. This eliminates redundancy in the tests where the dependent variables are intercorrelated. For each effect, a stepdown analysis was performed such that each successive outcome variable was adjusted for those preceding it, in the order presented in the table.

The stepdown F-tests provided a basis for examining the extent to which the outcome variables were affected by climates independently from their relationship with other job behaviors and attitudes and reflect the relative independence of the outcome measures. More specifically, the satisfaction measures were entered in the analysis first so that climate effects on job behaviors and attitudes could be evaluated when facet job satisfaction was controlled (in the other outcomes). While the magnitude of the F statistic was reduced in each case (F values ranged from .49 to 12.20), there were very few changes in the number of significant effects of climates on outcomes. When satisfaction with social and intrinsic rewards were adjusted for the nine facet satisfaction dimensions, these former two satisfactions were no longer signficantly affected by school climates. The only other change in the significance of F from the univariate to stepdown analyses emerged for

the number of days absent not sick, which was not significant when adjusted for the other outcome variables. Results suggest that climate has a significant impact on job attitudes and behaviors, even when the variance attributable to job satisfaction is partialled out from the outcome variables.

A second canonical correlational analysis was employed to assess the individual outcome-personal orientation relationship and yielded eight signficant functions. The Wilks lambda was .15 and F was 3.30 which was significant at $p < .0001$. The total redundancy coefficient was .12. For each significant function, the canonical correlations and percent of variance explained for each function are provided in Table 3-9. The correlations between the individual variables and each canonical function as well as the canonical function weights are contained in Appendix X. Personal orientations had strong relationships with job behaviors and attitudes as evidenced by the fact that 12% of the variance in outcomes was accounted for by the personal orientations.

The set of personal orientation scores yielded a significant univariate F-test for each outcome variable, excluding the two absenteeism items (see Table 3-10). The unpartialled F values ranged from 1.54 to 14.35. The stepdown F analyses (Table 3-10) in which the outcome has the variance accounted for by all previous tests partialled out were also significant in most cases (F values ranged from 1.11 to 10.61). The partialled F tests for satisfaction with structure, social and intrinsic rewards and for attendance at inservice programs and turnover intentions were no longer significant. Results from these

Table 3-9

Canonical Correlation Values of Outcomes and Personal Orientations for Teachers

Canonical Function	Eigenvalue	Canonical Correlation	Percent Variance Explained
1	.68	.64	3.58
2	.51	.58	5.28
3	.26	.45	1.19
4	.16	.37	0.40
5	.15	.36	0.48
6	.12	.33	0.47
7	.10	.30	0.33
8	.09	.28	0.21

Percent variance explained refers to the proportion of variance in the set of outcomes accounted for by the personal orientation dimensions, derived from the redundancy coefficient.

Table 3-10

F-ratios and Stepdown F-ratios for Outcomes by Personal Orientations for Teachers (n-533)

Outcome	F	Sig	Stepdown F	Sig	R
Satisfaction					
Part	8.35	<.0001	8.35	<.0001	.40
Coop	8.10	<.0001	2.35	.006	.40
Warm	6.58	<.0001	2.08	.02	.36
Grow	7.18	<.0001	3.22	.0002	.38
Innov	4.70	<.0001	2.31	.007	.31
Auton	4.20	<.0001	3.07	.0003	.30
Achiev	5.99	<.0001	2.93	.0006	.35
Hier	6.80	<.0001	1.63	.08	.37
Struct	4.70	<.0001	1.21	.28	.31
Social	4.94	<.0001	1.30	.22	.32
Intrin	4.84	<.0001	1.31	.21	.32
Extrin	7.88	<.0001	3.23	.0002	.39
Commitment					
Calc Inv	5.77	<.0001	3.52	<.0001	.34
Attitude	11.34	<.0001	5.02	<.0001	.46
Involvement					
Clubs	3.06	.0004	2.97	.0005	.26
Other	3.59	<.0001	3.21	.0002	.28
Attend	4.93	<.0001	2.74	.001	.32
Hours	2.82	.0009	1.72	.06	.25
Inserv	3.05	.0003	1.11	.35	.26
Suggest	9.85	<.0001	6.44	<.0001	.43

Table 3-10 (cont'd.)

Outcome	F	Sig	Stepdown F	Sig	R
Adjust	14.35	<.0001	10.61	<.0001	.50
Stress	5.01	<.0001	3.30	.0001	.32
Quit	8.17	<.0001	1.54	.11	.40
Absenteeism					
Total	1.54	.11	0.99	.45	.19
Sick	2.27	.09	1.62	.08	.22
Performance	12.78	<.0001	6.74	<.0001	.48

R represents the multiple correlation between the outcome variable and the set of personal orientations.

stepdown F tests indicated that individuals' personal orientations significantly contributed to job behaviors and attitudes, even when job satisfaction was held constant in the analysis.

The overall contribution of personal orientations, independent of climates, were evaluated with canonical correlational analyses. Computation of canoncial correlations between the set of outcome variables and the sets of climates and personal orientations revealed 10 significant functions and a total redundancy coefficient of .19. Comparison of this redundancy coefficient to the redundancy coefficient from the outcome-climate canonical correlational results indicated that an additional 10% of the variance in outcomes was explained by personal orientations when the effects of climate were accounted for.

Canonical correlational analyses were employed as an overall test of Hypothesis One to determine whether job attitudes and behaviors (outcomes) were related to the congruence between characteristics of people (personal orientations) and characteristics of the work environment (climates). The addition of the set of climate-personal orientation interaction terms to the canonical correlational analyses indicated that an additional 0.9% of the variance in outcomes was explained by climate-person interactions beyond that explained by climates and personal orientations alone.

The canonical correlational analyses provided overall indications of the relationships between job behaviors and attitudes (outcomes) and climate, personal orientations and their interaction. The results suggested that both climate and personal orientations had significant

and independent relationships with the measures of job behaviors and attitudes. However, of primary relevance to the first hypothesis, the interaction between climate and personal orientation had virtually no effect on outcomes when the climate and personal orientation main effects were held constant. The stepdown F tests supported the notion that the dependent variables (outcomes) were related to both climate and personal orientations when job satisfaction was controlled for in the analysis. To examine the relations of climate, personal orientations and their interactions to each outcome variable independently, hierarchical moderated regressions were conducted. Results for the regressions of satisfaction on climate, personal orientations and the interaction are discussed below, followed by regression results for the remaining job behaviors and outcomes.

Moderated Regressions. Twelve hierarchical regressions, one for each facet satisfaction dimension, were computed to evaluate the contributions of climate, personal orientation, and climate-person orientation interactions to job satisfaction. The climate, personal orientation and interaction terms were entered in the regression equations in hierarchical fashion and represented the corresponding dimensions for the particular facet satisfaction dimensions under consideration. Results of the regression (Table 3-11) indicated that both climate and personal orientations were important for satisfaction, while their interactions were not.

The particular climate of the school was significantly related to individuals' satisfaction with respect to that dimension for all

Table 3-11

Moderated Regressions of Satisfaction on Climate, Personal Orientation and Climate-Personal Orientation Interaction for Teachers (n=533)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ	r
Part									
Climate	.34	.11	.11	68.14	<.001	.11	68.14	<.001	.34
PO	.34	.11	.11	34.44	<.001	.00	0.77	.38	.07
InterX	.34	.12	.11	23.42	<.001	.00	1.34	.24	.30
Coop									
Climate	.37	.14	.13	94.18	<.001	.14	94.18	<.001	.37
PO	.39	.15	.15	53.97	<.001	.02	12.03	.001	.17
InterX	--	--	--	--	--	--	--	--	.31
Warm									
Climate	.37	.14	.14	96.28	<.001	.14	96.28	<.001	.37
PO	.38	.15	.14	51.53	<.001	.01	5.98	.015	.09
InterX	--	--	--	--	--	--	--	--	.29
Grow									
Climate	.10	.01	.01	6.01	.015	.01	6.01	.015	.10
PO	.17	.03	.03	9.04	<.001	.02	11.96	.001	.14
InterX	--	--	--	--	--	--	--	--	.17
Innov									
Climate	.24	.06	.06	36.93	<.001	.06	36.93	<.001	.24
PO	.25	.06	.06	19.83	<.001	.00	2.63	.105	.08
InterX	.25	.06	.06	13.48	<.001	.00	0.80	.371	.18

Table 3-11 (cont'd.)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	SigΔ	r
Auton									
Climate	.26	.07	.07	43.54	<.001	.07	43.54	<.001	.26
PO	.27	.07	.07	24.07	<.001	.01	4.37	.037	-.09
InterX	.27	.07	.07	16.26	<.001	.00	0.66	.417	.05
Achiev									
Climate	.31	.10	.10	65.40	<.001	.10	65.40	<.001	.31
PO	.33	.11	.11	36.68	<.001	.01	7.28	.007	.10
InterX	.33	.11	.10	24.42	<.001	.00	0.11	.916	.24
Hier									
Climate	.27	.07	.07	46.97	<.001	.07	46.97	<.001	-.27
PO	.41	.17	.16	59.81	<.001	.09	67.47	<.001	.30
InterX	.43	.18	.18	44.88	<.001	.02	12.68	<.001	.10
Struct									
Climate	.55	.30	.30	254.46	<.001	.30	254.46	<.001	.55
PO	.55	.30	.30	128.09	<.001	.00	1.50	.221	-.07
InterX	.55	.30	.30	85.26	<.001	.00	0.02	.896	.14
Social									
Climate	.19	.04	.03	21.64	<.001	.04	21.64	<.001	.19
PO	.19	.04	.03	11.57	<.001	.00	1.48	.224	-.04
InterX	.19	.04	.03	7.72	<.001	.00	0.47	.829	.06
Intrin									
Climate	.07	.01	.00	2.95	.086	.01	2.95	.086	.07
PO	.08	.01	.00	2.10	.124	.00	1.24	.266	-.05
InterX	.08	.01	.00	1.40	.241	.00	0.24	.877	.00

Table 3-11 (cont'd.)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ	r
Extrin									
Climate	.08	.01	.01	4.02	.045	.01	4.02	.045	.08
PO	.26	.07	.07	22.23	<.001	.06	40.17	.000	-.25
InterX	.26	.07	.06	14.81	<.001	.00	0.04	.836	.14

The climate, PO and InterX dimensions entered in the equations represent the corresponding climate, personal orientation and interaction term for a particular satisfaction dimension.

Adj R^2 refers to the estimate of shrinkage. Dashes indicate that the interaction term did not meet statistical criteria for inclusion in the regression.

dimensions except satisfaction with intrinsic rewards (recognition). Climate accounted for an average of 8.8% of the variance in individuals' facet job satisfaction across the dimensions. Weak, albeit significant, relationships were produced for satisfaction with growth, social (praise) and extrinsic (e.g. pay) rewards; the relationships between climate and the remaining satisfaction dimensions were much stronger. All correlations were postive such that a higher degree of a particular organizational climate dimension related to higher satisfaction with that dimension, with the exception of hierarchy -- the more hierarchically-oriented the school, the less satisfied individuals were with the hierarchy.

With the variance in satisfaction due to climate accounted for, personal orientations accounted for an additional two percent of the satisfaction variance across all dimensions. A significant increase in R^2, when the personal orientation score was added to the regressions, was obtained for 7 of the 12 satisfactions. The greatest increments in R^2 were obtained for satisfaction with the hierarchy and for extrinsic rewards. Individuals who were hierarchically-oriented were more satisfied with the hierarchy, and individuals who worked best with extrinsic rewards (pay, promotion and assignments) were satisfied with the extrinsic rewards provided by their job. Thus, these results suggested that personal characteristics of individuals were related to job satisfaction, independent of the climate of their work environment.

The multiplicative interaction terms between climate and personal orientations were not significantly related to the facet satisfaction

dimensions, with one exception. Teachers whose hierarchical personal orientation matched the hierarchical climate of their school were more satisfied with the hierarchical aspect of their work place. In general, however, it appears that the interactions between organization climate and personal orientation had very little or no relation to facet job satisfaction.

The moderated regressions for the remainder of the job attitude and behavior measures (outcomes) are presented in Table 3-12. Tables 3-1 through 3-6 represent the total correlation matrix used in the regressions. For these analyses, each outcome variable was regressed on three sets of variables in the following order: 1) the set of 12 climate dimension scores; 2) the set of 12 personal orientation scores, and 3) the set of 12 climate-personal orientation interaction terms. The set of climates was significantly related to commitment, four of the involvement measures (number of clubs sponsored, number of other activities sponsored, attendance at inservice activities, and number of non-required hours worked), stress, adjustment, intention to turnover, and absenteeism. Non-significant relationships were revealed between climates and attendance at school activities, number of suggestions made for new activities, and performance. The proportion of variance accounted for in the job attitudes and behaviors by the climates ranged from 2% to 21%, with a median of 6%. There was a particularly high relationship between climate and attitudinal commitment in which climates accounted for 21% of the variance. These results indicated that organizational climates were significantly related to job behaviors

Table 3-12

Moderated Regressions of Outcomes on Climate, Personal Orientation and Interaction Sets for Teachers (n=533)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Commit (Calc Inv)								
Climate	.27	.07	.05	3.28	<.001	.07	3.28	<.001
PO	.41	.17	.13	4.29	<.001	.10	5.00	<.001
InterX	.42	.18	.13	3.66	<.001	.01	1.13	.344
Commit (Attitude)								
Climate	.46	.21	.20	11.85	<.001	.21	11.85	<.001
PO	.60	.36	.33	11.73	<.001	.14	9.34	<.001
InterX	.61	.37	.33	9.69	<.001	.01	1.34	.237
Involvement								
Clubs								
Climate	.20	.04	.02	1.75	.053	.04	1.75	.053
PO	.31	.10	.05	2.26	.001	.06	2.69	.002
InterX	.31	.10	.04	1.83	.005	.00	0.21	.974
Other								
Climate	.22	.05	.03	2.29	.008	.05	2.29	.008
PO	.35	.13	.08	3.04	<.001	.08	3.65	<.001
InterX	.40	.16	.11	3.10	<.001	.03	3.03	.006
Attend								
Climate	.19	.04	.01	1.61	.086	.036	1.61	.086
PO	.36	.13	.09	3.19	.000	.10	4.64	<.001
InterX	.39	.15	.10	2.95	.000	.02	1.85	.087

Table 3-12 (cont'd.)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Inservice								
Climate	.26	.07	.05	3.24	<.001	.07	3.24	<.001
PO	.35	.12	.08	2.92	<.001	.05	2.49	.004
InterX	.36	.13	.08	2.56	<.001	.01	1.10	.364
Hours								
Climate	.22	.05	.03	2.28	.008	.05	2.28	.008
PO	.33	.11	.07	2.62	<.001	.06	2.86	.001
InterX	.35	.12	.07	2.37	<.001	.01	1.32	.247
Suggest								
Climate	.18	.03	.01	1.47	.133	.03	1.47	.133
PO	.46	.21	.17	5.54	<.001	.17	9.33	<.001
InterX	.47	.22	.17	4.64	<.001	.01	1.05	.394
Adjust								
Climate	.27	.07	.05	3.28	<.001	.07	3.28	<.001
PO	.54	.29	.26	8.63	<.001	.22	13.07	<.001
InterX	.54	.29	.25	7.00	<.001	.01	0.61	.726
Stress								
Climate	.26	.07	.05	3.17	<.001	.07	3.17	<.001
PO	.39	.15	.11	3.82	<.001	.08	4.24	<.001
InterX	.40	.16	.11	3.12	<.001	.00	0.42	.864
Quit								
Climate	.26	.07	.05	3.19	<.001	.07	3.19	<.001
PO	.45	.20	.16	5.34	<.001	.13	7.05	<.001
InterX	.46	.22	.17	4.61	<.001	.01	1.54	.162

Table 3-12 (cont'd.)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Absenteeism (Total)								
Climate	.30	.09	.07	4.20	<.001	.09	4.23	<.001
PO	.35	.12	.08	2.97	<.001	.03	1.64	.076
InterX	.36	.13	.08	2.52	<.001	.01	0.77	.592
Absenteeism (Sick)								
Climate	.24	.06	.03	2.53	.003	.06	2.53	.003
PO	.33	.11	.07	2.63	<.001	.06	2.63	.002
InterX	.35	.12	.07	2.39	<.001	.01	1.39	.216
Performance								
Climate	.16	.02	.00	1.11	.35	.02	1.11	.350
PO	.50	.25	.21	6.92	<.001	.22	12.43	<.001
InterX	.51	.26	.22	5.86	<.001	.01	1.47	.187

and attitudes, excluding self-rated performance.

The results from the regressions of individual outcomes on personal orientations, after the variance attributable to climates was partialled out, produced significant increases in the multiple correlations for the outcome variables in all but one case (which was marginally significant). The increments in R^2 due to personal orientations ranged from .03 to .22, with a median of .08. The largest increments in variance explained (at least 10%) by personal orientations were obtained for commitment (both calculative involvement and attitudinal/value), number of suggestions made for new activities, attendance at school activities, adjustment, intention to turnover and performance. A comparison of the results reported in Table 3-10 with those reported in Table 3-12 showed very similar findings between the direct effect of personal orientations on outcomes and the partialled effects when organizational climate was controlled. Clearly, the results indicated the importance of individuals' work-related personalities for explaining job behaviors and attitudes.

With one exception, the climate-personal orientation interactions did not produce significant increases in the proportion of variation in individual outcomes already explained by climates and personal orientations. The exception was that climate-personal orientation congruence explained an additional 3% of the variance in the number of activities sponsored, not including the number of clubs sponsored. However, this result is most likely due to chance as it is the only significant finding out of 14 tests and the canonical correlational

results indicated that less than one percent of the variance in outcomes was due to climate-person interactions. Therefore, climate-personal orientation interactions made virtually no independent significant contribution to explaining job behaviors and attitudes than that already explained by orgnanizational climates and personal orientations.

Given that the results consistently indicated that both climate and personal orientations were significantly related to job behaviors and attitudes, the significance of the beta weights for the individual climate and personal orientation dimensions were examined to evaluate their importance. Table 3-13 provides information regarding the significance of the climate and personal orientation beta weights for individual dimensions for each of the job attitude and behavior outcome variables. The actual standardized beta weights are produced in Appendix Z. A cursory examination of this table suggests that both the climate and personal orientation dimensions comprising the affective facet (participation, cooperation, warmth), climates which were autonomous, and innovative and achievement-oriented personal orientations were related to outcomes more consistently than the other dimensions.

In terms of specific climate dimensions, affective climate dimensions (participation, cooperation and warmth) tended to be positively related to commitment and adjustment, and negatively related to turnover intentions and absenteeism. From the cognitive facet (growth, innovation and autonomy), positive relationships tended to be found with involvement and performance; innovation was negatively

Table 3-13

Significant Betas for Regressions of Outcomes for Teachers

	Commitment		Involvement									Absenteeism		
Climate	Calc Inv	Attitude	Clubs	Other	Attend	Hours	Inserv	Suggest	Adjust	Stress	Quit	Total	Sick	Perf
Part	*	**			*						*			*
Coop	**			***								**	***	
Warm	**	***		**			*		**	*	**	**	**	
Grow			**											
Innov				***								**	***	***
Auton	*			**		***	*				*	*	**	
Achiev	*	**				***						*		
Hier	*			***								***		
Struct	*					*						**		
Social					**						*			
Intrin							**							
Extrin								***					**	

Table 3-13 (cont'd.)

	Commitment		Involvement									Absenteeism		
PO	Calc Inv	Attitude	Clubs	Other	Attend	Hours	Inserv	Suggest	Adjust	Stress	Quit	Total	Sick	Perf
Part	**				***			*			**			*
Coop				*	***		**		***					
Warm	**	**						***	***		*			
Grow						***			**					***
Innov						*		***	***					***
Auton													**	
Achiev			**			**		**	**		**			
Hier				***										**
Struct				***						*				**
Social					***									
Intrin													*	
Extrin				*				**						

*Significant at $p \leq .10$.

**Significant at $p \leq .05$.

***Significant at $p \leq .01$.

related to absenteeim, while autonomy was positively related to absenteeism. Dimensions comprising the instrumental facet (achievement, hierarchy and structure) were generally positively related to commitment and negatively related to the total number of days absent. Finally, social and intrinsically rewarding climates were positively related to involvement, while extrinsic rewards were negatively related to the number of days absent when not ill and the involvement measures of number of suggestions made for new activities.

The relationships between personal orientation dimensions and outcomes were similar to those between climate and outcomes. Participative, cooperative and warm (affective facet) personal orientations tended to be postively related to commitment, involvement and adjustment and negatively related to stress and turnover intentions. In general, personal orientation dimensions composing the cognitive facet were positively related to involvement, adjustment and performance. Dimensions representing the instrumental facet tended to be negatively related to involvement and stress. Hierarchical personal orientations were negatively related to performance whereas structured/orderly orientations were positively related to performance.

Summary. For the sample of teachers, results failed to support the congruence hypothesis that congruence between individuals' personal orientations and school climates would result in greater satisfaction, commitment, involvement, adjustment and performance, and less stress, turnover and absenteeism. However, teachers' job behaviors and attitudes were strongly related to both school climates and individuals'

work-related personality characteristics.

Results for Students

The analyses performed for the teacher sample were repeated for the group of students and are reported below.

Relationships between Measures. Table 3-14 contains the means, standard deviations and intercorrelations of the assigned climate dimension scores. Perceptions of climates from students were highly intercorrelated (r's ranged from .22 to .89, the median r was .65). These results indicated that students' perceptions of the climates of their school were not independent of each other. However, as mentioned earlier, the high degree of relationship among measures was taken into account by the analytical procedures used to test the hypotheses.

The means, standard deviations and intercorrelations of the personal orientations are presented in Table 3-15. Fairly low intercorrelations among personal orientation dimensions were obtained (r's ranged from .01 to .63, median r = .27. Correlations between personal orientations were generally higher between the dimensions of participativeness, cooperativeness and warmth (r's ranged from .44 to .63) and between the three reward orientations (r's ranged from .44 to .56). Nevertheless, in general, the personal orientation dimension scores appeared to be relatively independent.

Table 3-16 presents the means, standard deviations and intercorrelations among the set of outcome measures for students. The correlations ranged from .00 to .65 between the various measures of behaviors and attitudes. Higher intercorrelations were observed between

Table 3-14

Means, Standard Deviations and Intercorrelations of Aggregate Climate Dimensions for Students

		$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1.	Part	2.04	0.32												
2.	Coop	2.67	0.21	.77											
3.	Warm	2.30	0.28	.49	.86										
4.	Grow	2.94	0.18	.61	.87	.81									
5.	Innov	2.28	0.29	.73	.83	.64	.73								
6.	Auton	2.23	0.21	.64	.88	.85	.82	.72							
7.	Achiev	2.45	0.20	.42	.81	.89	.83	.72	.78						
8.	Hier	2.31	0.20	-.53	-.59	-.56	-.51	-.29	-.49	-.40					
9.	Struct	2.61	0.22	.41	.72	.79	.75	.68	.70	.87	-.31				
10.	Social	2.83	0.23	.44	.77	.70	.61	.65	.74	.75	-.26	.68			
11.	Intrin	2.92	0.26	.65	.65	.44	.53	.79	.50	.60	-.22	.51	.55		
12.	Extrin	1.72	0.28	.48	.75	.82	.70	.52	.83	.71	-.50	.59	.62	.34	

Table 3-15

Means, Standard Deviations and Intercorrelations of Personal Orientations for Students (n=2039)

		$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1.	Part	2.39	0.68												
2.	Coop	2.56	0.66	.63											
3.	Warm	2.97	0.73	.44	.54										
4.	Grow	2.95	0.67	.46	.51	.39									
5.	Innov	2.24	0.73	.57	.44	.30	.41								
6.	Auton	2.90	0.56	.29	.22	.26	.34	.30							
7.	Achiev	2.76	0.71	.41	.44	.36	.60	.47	.34						
8.	Hier	1.89	0.76	.14	.27	.19	.29	.16	-.01	.30					
9.	Struct	1.90	0.77	.23	.31	.20	.40	.24	.12	.39	.55				
10.	Social	2.56	0.89	.27	.31	.22	.36	.25	.17	.22	.17	.23			
11.	Intrin	2.52	1.05	.17	.20	.19	.27	.20	.14	.20	.17	.25	.56		
12.	Extrin	2.98	0.92	.20	.24	.25	.41	.16	.21	.27	.16	.22	.51	.44	

Table 3-16

Means, Standard Deviations and Intercorrelations of Outcome Measures for Students (n=2039)

Satisfaction	$\bar{X}$	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Part	2.23	0.90												
2. Coop	2.40	0.70	.65											
3. Warm	2.43	0.72	.49	.63										
4. Grow	2.59	0.81	.62	.59	.49									
5. Innov	2.24	0.96	.57	.58	.42	.52								
6. Auton	2.15	0.94	.61	.56	.40	.51	.58							
7. Achiev	2.19	0.80	.45	.52	.40	.43	.46	.50						
8. Hier	1.74	1.11	.46	.51	.35	.36	.50	.58	.41					
9. Struct	2.58	0.68	.39	.49	.50	.39	.33	.31	.31	.27				
10. Social	2.31	1.06	.31	.42	.28	.27	.34	.34	.37	.32	.19			
11. Intrin	2.16	1.23	.28	.36	.28	.25	.30	.31	.27	.34	.23	.21		
12. Extrin	2.17	1.25	.37	.43	.29	.34	.41	.40	.32	.37	.25	.31	.32	

Table 3-16 (cont'd.)

	$\bar{X}$	SD	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Heir	Struct	Social	Intrin	Extrin
13. Commit	2.37	0.86	.46	.48	.40	.48	.41	.39	.40	.30	.36	.23	.25	.24
Involvement														
14. Clubs	2.69	2.05	.10	.18	.16	.26	.04	.01	.12	.04	.13	.07	.08	.09
15. Time	2.90	1.00	.14	.18	.19	.30	.06	.04	.11	.05	.12	.00	.05	.04
16. Lead	0.73	1.21	.03	.05	.06	.11	.01	-.02	.04	.03	-.01	.02	.03	.07
17. Attend	2.65	1.25	.17	.20	.19	.30	.11	.12	.12	.07	.14	.04	.06	.06
18. Adjust	2.70	0.65	.32	.39	.42	.40	.27	.25	.30	.20	.32	.18	.20	.17
19. Stress	1.77	0.85	-.25	-.30	-.26	-.25	-.25	-.30	-.28	-.27	-.14	-.24	-.23	-.19
20. Quit	1.67	0.91	-.29	-.32	-.30	-.34	-.26	-.28	-.25	-.17	-.31	-.16	-.15	-.17
Absenteeism														
21. Total	3.96	3.11	-.07	-.09	-.10	-.12	-.05	-.08	-.09	-.05	-.04	-.04	-.03	-.08
22. Sick	1.69	2.35	-.08	-.11	-.07	-.13	-.06	-.12	-.13	-.06	-.03	-.03	-.05	-.05
Performance														
23. Grades	2.57	1.41	.00	.02	.02	.04	-.02	-.02	.03	.01	.00	.07	.06	.04
24. Suspend	0.18	0.92	-.05	-.11	-.05	-.09	-.04	-.07	-.08	-.03	-.05	-.03	-.03	-.01
25. Discip	0.48	1.40	-.11	-.14	-.09	-.13	-.07	-.15	-.13	-.05	-.12	-.06	-.05	-.05

Table 3-16 (cont'd.)

	13	14	15	16	17	18	19	20	21	22	23	24	25
13. Commit													
Involvement													
14. Clubs	.20												
15. Time	.24	.53											
16. Leader	.04	.46	.28										
17. Attend	.27	.36	.43	.18									
18. Adjust	.54	.29	.27	.17	.32								
19. Stress	-.28	.00	-.05	.02	-.09	-.31							
20. Quit	-.63	-.13	-.16	.02	-.16	-.41	.21						
Absenteeism													
21. Total	-.17	-.11	-.09	-.03	-.11	-.12	.10	.13					
22. Sick	-.22	-.07	-.09	.01	-.11	-.10	.11	.17	.58				
Performance													
23. Grades	.04	.19	.13	.12	.03	.07	-.03	-.04	-.03	-.01			
24. Suspend	-.17	.04	-.08	.10	-.05	-.10	.12	.14	.15	.27	.08		
25. Discip	-.23	-.05	-.08	.09	-.04	-.18	.13	.19	.12	.24	.03	.48	

Correlations greater than $\pm$ .09 are significant at $p \leq .05$.

measures of similar constructs. More specifically, the intercorrelations among the 12 facet satisfaction dimensions were fairly high, ranging from .19 to .65. Further, the two absenteeism indices were correlated .58. On the other hand, correlations between different outcome constructs tended to be lower than those between similar outcome constructs. There were, however, a few moderately high correlations. Satisfaction was positively related to adjustment (r's ranged from .17 to .42) and to commitment (r ranged from .24 to .48) and was negatively related to stress (r's from -.14 to -.30) and turnover (r's from -.15 to -.34). Commitment and turnover were negatively related (r = -.63), while commitment and adjustment were positively related (r = .54). Finally, a negative relationship was found between adjustment and turnover (r = -.41). Interestingly, the three performance indices (grades, number of suspensions, and number of discipline problems) were not highly correlated with the other outcome measures. Overall, the 25 measures of behaviors and attitudes seemed to be relatively independent measures of different constructs.

The correlations between the three sets of predictor variables (organizational climates, personal orientations, and climate-person interactions) are presented in Tables 3-17 and 3-18. Results from these analyses indicated that school climates and students' personal orientations were not related (Table 3-17). Correlations between climate dimensions representing the school environment and individuals' personal orientations ranged from .00 to .16, indicating that students' orientations for school work had virtually no relation to the climates

Table 3-17

Correlations between Climates and Personal Orientations for Students (n=2039)

	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.05	.06	.07	.04	.07	.05	.08	-.01	.07	.06	.05	.04
2. Coop	.07	.11	.11	.10	.11	.12	.13	-.02	.13	.10	.09	.09
3. Warm	.03	.08	.08	.06	.09	.08	.10	-.01	.08	.10	.08	.07
4. Grow	.04	.08	.08	.09	.08	.10	.11	.01	.09	.07	.05	.10
5. Innov	.10	.09	.07	.05	.13	.08	.08	.01	.08	.09	.10	.04
6. Auton	-.02	-.02	-.01	-.03	-.01	-.03	-.01	.02	-.01	.00	-.02	.01
7. Achiev	.07	.08	.05	.05	.09	.10	.06	.00	.06	.08	.07	.07
8. Hier	.12	.11	.00	.09	.16	.13	.06	.04	.03	.11	.14	.03
9. Struct	.06	.04	-.03	.03	.10	.05	.02	.09	.01	.04	.09	-.02
10. Social	.06	.08	.08	.07	.08	.06	.08	-.02	.08	.05	.07	.07
11. Intrin	.09	.07	.02	.04	.11	.05	.05	.03	.05	.07	.12	.03
12. Extrin	.06	.06	.04	.02	.08	.06	.04	.01	.04	.05	.07	.05

Correlations greater than $\pm$ .05 are significant at $p \leq .05$.

Table 3-18

Correlations between Interaction Terms and Climates and Personal Orientations for Students (n=2039)

Climate	PartX	CoopX	WarmX	GrowX	InnovX	AutonX	AchievX	HierX	StructX	SocialX	IntrinX	ExtrinX
1. Part	.51	.29	.24	.20	.33	.26	.19	.00	.15	.16	.22	.27
2. Coop	.42	.38	.43	.29	.36	.36	.31	-.02	.18	.25	.19	.40
3. Warm	.28	.35	.49	.28	.27	.30	.30	-.12	.13	.23	.10	.41
4. Grow	.32	.34	.39	.34	.29	.33	.29	-.02	.18	.20	.14	.34
5. Innov	.39	.33	.35	.26	.46	.30	.29	.09	.23	.21	.27	.31
6. Auton	.34	.36	.43	.30	.31	.41	.32	.02	.19	.22	.15	.43
7. Achiev	.26	.35	.46	.31	.30	.33	.35	-.03	.20	.24	.16	.36
8. Hier	-.26	-.19	-.25	-.13	-.10	-.20	-.12	.25	.02	-.08	-.02	-.22
9. Struct	.24	.32	.39	.27	.29	.29	.30	-.04	.21	.22	.15	.30
10. Social	.26	.31	.37	.21	.29	.32	.29	.05	.17	.27	.18	.33
11. Intrin	.34	.27	.24	.17	.35	.20	.23	.09	.20	.18	.32	.21
12. Extrin	.26	.30	.41	.28	.20	.36	.27	-.08	.10	.20	.09	.51

Table 3-18 (cont'd.)

P.O.	PartX	CoopX	WarmX	GrowX	InnovX	AutonX	AchievX	HierX	StructX	SocialX	IntrinX	ExtrinX
1. Part	.88	.60	.40	.44	.53	.28	.41	.14	.23	.27	.17	.18
2. Coop	.57	.96	.51	.50	.42	.25	.45	.26	.33	.32	.21	.24
3. Warm	.39	.52	.90	.38	.29	.27	.37	.18	.21	.23	.19	.24
4. Grow	.41	.49	.37	.97	.39	.35	.59	.28	.40	.36	.26	.38
5. Innov	.53	.43	.28	.40	.93	.31	.46	.16	.25	.26	.21	.15
6. Auton	.24	.20	.22	.31	.27	.90	.31	.00	.11	.16	.13	.18
7. Achiev	.38	.43	.33	.58	.45	.35	.95	.29	.39	.23	.20	.26
8. Hier	.18	.29	.17	.30	.20	.05	.31	.97	.54	.18	.19	.15
9. Struct	.22	.30	.16	.38	.25	.12	.37	.55	.98	.23	.25	.18
10. Social	.26	.31	.22	.35	.25	.18	.23	.16	.24	.97	.54	.46
11. Intrin	.18	.20	.16	.26	.21	.15	.20	.17	.25	.56	.98	.38
12. Extrin	.19	.24	.23	.38	.18	.21	.26	.16	.22	.50	.43	.88

Correlations greater than $\pm$ .05 are significant at $p \leq .05$.

of the school. Furthermore, one notable finding was that very small relationships were found between climates and personal orientations for like, or corresponding, dimensions. Thus, evidence indicated that at the individual level, students' personal orientations were not associated with the climates of the school.

As evidenced in Table 3-18, high correlations were obtained between the climate dimension scores and the climate-person interaction terms (r's ranged from .02 to .51) and between personal orientations and the interaction terms (r's ranged from .00 to .98). The diagonal entries in in the table indicated that very high relationships existed between commensurate climate and personal orientation dimensions, especially for the intercorrelations between like personal orientation scores and interaction terms (r's ranged from .21 to .51 for climate and .88 to .98 for personal orientations). The reason for the higher correlations obtained for personal orientations with interaction terms was most likely due to the greater variances in personal orientation scores as compared to the variances for climate scores. In general, both the climate and personal orientations were highly and positively associated with the climate-person interaction terms.

The zero-order correlations between the outcome variables and the climate, personal orientation and interaction scores can be seen in Table 3-19. With the large sample size, the resulting statistical power for the tests was very high. Thus, nearly all of the the zero-order correlations between behaviors/attitudes and climates, personal orientations and interactions were significant ($p < .05$). The strongest

Table 3-19

Correlations between Outcomes and Climates, Personal Orientations and Interaction Terms for Students (n=2039)

		Involvement							Absenteeism		Performance		
Climate	Commit	Clubs	Time	Lead	Attend	Adjust	Stress	Quit	Total	Sick	Grades	Suspend	Discip
Part	.23	.05	.02	.01	.08	.07	-.11	-.15	.08	.02	.06	-.01	-.02
Coop	.29	.07	.04	-.01	.10	.12	-.12	-.22	.01	-.04	.04	-.07	-.07
Warm	.26	.09	.07	-.02	.09	.14	-.07	-.23	-.01	-.04	.00	-.10	-.15
Grow	.30	.07	.04	.01	.06	.13	-.07	-.23	.00	-.03	.01	-.07	-.10
Innov	.29	.03	-.01	-.02	.08	.12	-.12	-.19	.01	-.05	.03	-.03	-.02
Auton	.27	.09	.02	-.02	.11	.13	-.14	-.20	-.04	-.08	.01	-.06	-.11
Achiev	.30	.10	.05	-.02	.07	.16	-.08	-.26	-.05	-.08	.01	-.10	-.14
Hier	-.14	-.11	-.06	-.01	-.07	-.05	.02	.16	-.04	-.01	.02	.05	.11
Struct	.27	.08	.04	-.03	.06	.14	-.06	-.22	-.09	-.09	.01	-.10	-.13
Social	.22	.06	.01	-.02	.09	.09	-.11	-.16	-.06	-.11	.05	-.06	-.02
Intrin	.21	.05	.01	.00	.02	.09	-.10	-.12	.03	-.01	.03	-.05	-.01
Extrin	.23	.12	.06	-.01	.10	.13	-.09	-.22	-.03	-.05	.02	-.08	-.12

Table 3-19 (cont'd.)

		Involvement							Absenteeism		Performance		
PO	Commit	Clubs	Time	Lead	Attend	Adjust	Stress	Quit	Total	Sick	Grades	Suspend	Discip
Part	.34	.32	.27	.20	.28	.39	-.10	-.17	-.06	-.11	.06	-.08	-.12
Coop	.46	.27	.24	.12	.28	.48	-.12	-.27	-.06	-.15	.05	-.14	-.20
Warm	.35	.21	.22	.08	.29	.48	-.14	-.25	-.06	-.11	.02	-.11	-.18
Grow	.43	.23	.19	.08	.18	.46	-.23	-.24	-.10	-.16	.07	-.18	-.25
Innov	.28	.22	.18	.16	.17	.32	-.16	-.13	-.04	-.05	.08	-.06	-.08
Auton	.11	.11	.08	.01	.06	.20	-.04	-.07	-.04	-.04	.08	-.08	-.10
Achiev	.39	.21	.18	.10	.17	.40	-.27	-.23	-.14	-.19	.16	-.11	-.20
Hier	.44	.01	.05	-.03	.12	.20	-.27	-.15	-.15	-.20	.00	-.12	-.11
Struct	.36	.03	.05	.04	.08	.23	-.19	-.10	-.13	-.17	.02	-.09	-.11
Social	.26	.09	.10	.00	.13	.24	-.03	-.13	-.02	-.08	.02	-.14	-.13
Intrin	.20	.06	.04	.00	.07	.16	-.05	-.09	-.06	-.06	.03	-.07	-.06
Extrin	.23	.06	.10	-.01	.13	.28	-.07	-.16	-.08	-.11	.01	-.15	-.15

Table 3-19 (cont'd.)

		Involvement							Absenteeism		Performance		
Interaction	Commit	Clubs	Time	Lead	Attend	Adjust	Stress	Quit	Total	Sick	Grades	Suspend	Discip
PartX	.40	.29	.23	.18	.27	.37	-.14	-.21	-.02	-.08	.08	-.08	-.11
CoopX	.51	.26	.23	.11	.29	.48	-.15	-.31	-.05	-.16	.06	-.15	-.21
WarmX	.41	.22	.22	.06	.29	.47	-.15	-.32	-.05	-.11	.02	-.13	-.21
GrowX	.48	.23	.19	.07	.19	.47	-.24	-.29	-.09	-.16	.07	-.19	-.25
InnovX	.35	.20	.16	.13	.17	.32	-.18	-.18	-.03	-.06	.08	-.07	-.08
AutonX	.22	.14	.08	.00	.10	.23	-.09	-.15	-.05	-.07	.08	-.09	-.13
AchievX	.45	.22	.18	.08	.18	.42	-.27	-.29	-.14	-.20	.16	-.13	-.23
HierX	.40	-.02	.03	-.03	.10	.18	-.26	-.11	-.15	-.19	.00	-.10	-.09
StructX	.40	.04	.06	.03	.09	.25	-.20	-.14	-.14	-.19	.02	-.10	-.13
SocialX	.30	.09	.09	-.01	.15	.25	-.05	-.16	-.04	-.10	.04	-.14	-.13
IntrinX	.22	.06	.04	-.01	.07	.17	-.07	-.10	-.05	-.06	.04	-.07	-.05
ExtrinX	.30	.10	.10	-.02	.15	.29	-.10	-.23	-.08	-.11	.03	-.15	-.16

Correlations greater than $\pm$ .05 are significant at $p \leq .05$.

relationships generally resulted for a) climates with commitment, turnover intentions, stress and number of discipline problems and b) personal orientations with commitment, involvement, adjustment, stress, absenteeism, number of suspensions and number of discipline problems. With respect to relationships between particular dimensions and outcome variables, stronger relationships tended to be found for growth, innovation and those dimensions comprising the affective facet (participation, cooperation and warmth). In general, the correlations between behavior and attitude outcome variables and personal orientation scores were higher than those with climate scores. The zero-order correlations between each facet satisfaction dimension and the commensurate climate, personal orientation and interaction term are provided and discussed in the section describing results of the moderated regression analyses.

Canonical Correlational Analyses. The canonical correlational analyses were used as overall tests of the relationships between the set of outcome variables and the sets of climates, personal orientations, and climate-personal orientation interactions. Four canonical correlations were conducted, one between outcomes and climates, one between outcomes and personal orientations, one between outcomes with climates and personal orientations, and finally, one between outcomes with climates, personal orientations, and climate-person interactions. The first two analyses assessed direct relationships between outcomes-climate and outcomes-personal orientations. The latter two analyses were used to assess the incremental contributions of personal

orientations when climates were controlled and the incremental contributions of climate-person interactions when both climates and personal orientations were controlled.

The canonical correlational analysis for the relationship between individual outcomes and climates produced a Wilks lambda of .39, and an F value of 6.64 which was highly significant ($p < .00001$). Eleven significant canonical functions emerged with a total redundancy coefficient of .054. Thus, the redundancy of the dependent variables (outcomes) given the availability of the independent variables (climates) was 5%. Table 3-20 contains the canonical function correlations and percent of variance explained by each of the eleven functions. In Appendix Y, the correlations of each individual variable with each canonical function as well as the canonical function weights are provided. Interpretation of specific results are offered on the basis of regression analyses, reported below.

Unpartialled univariate F tests for each outcome variable with the set of climates as the independent variables were computed. Results of these analyses are produced in Table 3-21. The F values ranged from 1.22 to 29.95. With the exception of the effect for number of leadership positions held, all F values were highly significant ($p < .001$).

Results from the stepdown F analyses which controlled for intercorrelations among behaviors and attitudes were also signficant for each effect. These stepdown F tests were performed so that the variance due to satisfaction could be partialled out from the effects of climate

Table 3-20

Canonical Correlation Values of Outcomes and Climates for Students

Canonical Function	Eigenvalue	Canonical Correlation	Percent Variance Explained
1	.30	.48	2.23
2	.17	.38	1.30
3	.13	.33	0.44
4	.11	.31	0.29
5	.08	.28	0.37
6	.07	.25	0.25
7	.05	.21	0.10
8	.04	.20	0.10
9	.03	.16	0.17
10	.02	.14	0.09
11	.01	.12	0.06

Percent variance explained refers to the proportion of variance in the set of outcomes accounted for by the climate dimensions, derived from the redundancy coefficient.

Table 3-21

F-ratios and Stepdown F-ratios for Outcomes by Climates for Students (n=2039)

Outcome	F	Sig	Stepdown F	Sig	R
Satisfaction					
Part	12.67	<.0001	12.67	<.00001	.26
Coop	13.63	<.0001	7.07	<.00001	.27
Warm	10.47	<.0001	6.87	<.00001	.24
Grow	15.90	<.0001	8.82	<.00001	.29
Innov	16.47	<.0001	8.00	<.00001	.30
Auton	11.47	<.0001	7.20	<.00001	.25
Achiev	7.14	<.0001	2.52	.003	.20
Hier	8.64	<.0001	2.47	.003	.22
Struct	29.95	<.0001	21.96	<.00001	.39
Social	8.50	<.0001	3.52	.00003	.22
Intrin	7.34	<.0001	8.89	<.00001	.20
Extrin	13.07	<.0001	11.77	<.00001	.27
Commitment	22.61	<.0001	10.44	<.00001	.34
Involvement					
Clubs	5.61	<.0001	5.48	<.00001	.18
Time	2.56	.002	3.25	.0001	.12
Lead	1.22	.264	2.21	.01	.08
Attend	4.38	<.0001	4.58	<.00001	.16
Adjust	5.10	<.0001	2.48	.003	.17
Stress	6.79	<.0001	4.22	<.00001	.20
Quit	15.89	<.0001	3.74	.00001	.29

Table 3-21 (cont'd.)

Outcome	F	Sig	Stepdown F	Sig	R
Absenteeism					
Total	7.85	<.0001	7.88	<.00001	.21
Sick	8.13	<.0001	4.33	<.00001	.21
Performance					
Grades	3.14	.0002	3.17	.0002	.13
Suspend	3.11	.0002	2.80	.0008	.13
Discip	9.68	<.0001	7.72	<.00001	.23

R represents the multiple correlations between the outcome variable and the set of climates.

on attitudes and behaviors. The partialled F values ranged from 2.21 to 21.96 and indicated that school climate significantly related to students' behaviors and attitudes, independent of the variance explained by satisfaction.

The overall relationship between outcomes and personal orientation was also evaluated using canonical correlational analysis. Results of this test were highly significant (Wilks lambda = .23, F = 10.37, $p < .00001$). Eight significant canonical functions emerged from the analysis, with a total redundancy coefficient of .13. Table 3-22 contains the canonical correlations and percent of variance explained by each function given the set of personal orientations; Appendix Y contains the canonical functions weights and the correlations between the individual variables and canonical functions.

Significant results were obtained from the univariate F tests and stepdown F analyses for each behavior and outcome variable (see Table 3-23). The unpartialled F values ranged from 5.66 to 95.48 and were significant in each case. Significant results were also obtained from the partialled F tests (F values ranged from 1.05 to 45.95) with three exceptions (satisfaction with social rewards, satisfaction with extrinsic rewards and time spent outside of regular school hours on school activities). Overall, the personal orientations had very strong effects on students' behaviors and attitudes and were strongly related to these behaviors and attitudes even when the variance attributable to satisfaction was held constant.

Two additional canonical correlations were computed to evalute the

Table 3-22

Canonical Correlation Values of Outcomes and Personal Orientations for Students

Canonical Function	Eigenvalue	Canonical Correlation	Percent Variance Explained
1	1.07	.72	9.76
2	.39	.53	1.74
3	.11	.32	0.68
4	.09	.29	0.42
5	.07	.25	0.36
6	.05	.21	0.14
7	.03	.16	0.09
8	.02	.13	0.05

Percent variance explained refers to the proportion of variance in the set of outcomes accounted for by the personal orientation dimensions, derived from the redundancy coefficient.

Table 3-23

F-ratios and Stepdown F-ratios for Outcomes by Personal Orientations for Students (n=2039)

Outcome	F	Sig	Stepdown F	Sig	R
Satisfaction					
Part	36.72	<.00001	36.72	<.00001	.42
Coop	46.61	<.00001	16.33	<.00001	.47
Warm	29.32	<.00001	11.52	<.00001	.38
Grow	32.68	<.00001	4.79	<.00001	.40
Innov	27.40	<.00001	6.65	<.00001	.37
Auton	34.09	<.00001	8.27	<.00001	.41
Achiev	44.78	<.00001	14.89	<.00001	.46
Hier	31.82	<.00001	6.82	<.00001	.40
Struct	18.68	<.00001	7.33	<.00001	.32
Social	12.03	<.00001	1.23	.26	.26
Intrin	16.01	<.00001	3.87	.00001	.29
Extrin	11.41	<.00001	1.56	.10	.25
Commitment	95.48	<.00001	45.95	<.00001	.60
Involvement					
Clubs	25.57	<.00001	9.79	<.00001	.36
Time	17.39	<.00001	1.05	.40	.31
Lead	10.48	<.00001	3.40	.00006	.24
Attend	24.38	<.00001	4.88	<.00001	.36
Adjust	94.65	<.00001	38.41	<.00001	.60
Stress	25.02	<.00001	7.41	<.00001	.36
Quit	21.30	<.00001	8.28	<.00001	.33

Table 3-23 (cont'd.)

Outcome	F	Sig	Stepdown F	Sig	R
Absenteeism					
Total	6.63	<.00001	4.01	<.00001	.19
Sick	12.52	<.00001	3.16	.0002	.26
Performance					
Grades	5.66	<.00001	4.46	<.00001	.18
Suspend	8.79	<.00001	4.77	<.00001	.22
Discip	15.81	<.00001	4.35	<.00001	.29

R represents the multiple correlation between the outcome variable and the set of personal orientations.

increments in variance explained by personal orientations and climate-person interactions on outcomes. One of the canonical correlational tests examined the relationship between individuals' outcomes and two of the predictor sets (climates and personal orientations). Results provided 15 significant functions and a total redundancy coefficient of .17. Thus, 17% of the variation in students' outcomes was explained jointly by climates and personal orientations, 12% of which was due to the effects of personal orientations when the variance attributable to climate was accounted for. The second canonical correlational analysis related outcomes to climates, personal orientations and climate-person interaction terms. This analysis was used as an overall test of the congruence hypothesis. The increase in the percentage of variance explained in the outcomes was 0% indicated that the addition of interaction terms to the equations did not explain any additional variance in outcomes beyond that already explained by climates and personal orientations.

In sum, the results of the canonical correlational analyses for students were similar to those obtained for teachers. Both school climates and individuals' personal orientations were strongly related to behaviors and attitudes; however, results failed to support the notion that outcomes would be greater when people matched their work environment.

The canonical correlational analyses provided overall tests of the relationships between the dependent and independent variables. In order to examine the the relationships among the outcome variables and three

sets of predictor variables (climates, orientations, and interactions) at a more refined level, moderated regressions were performed for each outcome variable independently. Results from the moderated regressions are presented below.

Moderated Regressions. To evaluate the degree of relationship of satisfaction with climate, personal orientation and climate-person congruence, 12 moderated regressions were conducted, one for each facet satisfaction dimension. In each analysis, the climate, personal orientation and interaction scores were entered in the regression equations in hierarchical fashion. The climate, personal orientation and interaction term that corresponded to the particular satisfaction dimensions were used in each analysis.

Results from the moderated regression analyses for the facet satisfactions are presented in Table 3-24. For the most part, significant results were obtained for climates and personal orientation, but not for the climate-personal orientation interactions. For all satisfaction dimensions, the climate of the corresponding school was significantly related to students' satisfaction. The correlations ranged from .05 to .36. Climates accounted for an average of four percent of the variance in satisfaction, across all dimensions. A strong association between satisfaction and climate was found for the dimension of structure, moderate relationships between climate and satisfaction were obtained for participation, cooperation, warmth, growth and innovation, while weaker relationships were observed for the autonomy, achievement, hierarchy dimensions and the social, intrinsic

Table 3-24

Moderated Regressions of Satisfaction on Climate, Personal Orientation, and Climate-Personal Orientation Interaction for Students (n=2039)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ	r
Part									
Climate	.22	.05	.05	101.99	<.001	.05	101.99	<.001	.22
PO	.26	.07	.07	71.90	<.001	.02	39.86	<.001	.15
InterX	.26	.07	.07	50.27	<.001	.003	6.60	.01	.23
Coop									
Climate	.24	.06	.06	146.34	<.001	.06	146.34	<.001	.24
PO	.37	.14	.14	191.06	<.001	.08	222.45	<.001	.30
InterX	--	--	--	--	--	--	--	--	.35
Warm									
Climate	.19	.04	.04	95.82	<.001	.04	95.82	<.001	.19
PO	.34	.12	.12	160.23	<.001	.08	216.15	<.001	.28
InterX	.35	.12	.12	110.57	<.001	.003	10.05	.002	.55
Grow									
Climate	.23	.05	.05	132.08	<.001	.05	132.08	<.001	.23
PO	.34	.12	.12	163.35	<.001	.07	184.62	<.001	.28
InterX	--	--	--	--	--	--	--	--	.32
Innov									
Climate	.26	.07	.07	179.1	<.001	.07	179.16	<.001	.26
PO	.31	.10	.10	127.97	<.001	.03	71.49	<.001	.20
InterX	.31	.10	.10	85.63	<.001	.00	0.96	.33	.26

Table 3-24 (cont'd.)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ	r
Auton									
Climate	.05	.02	.02	52.24	<.001	.02	52.24	<.001	.15
PO	.15	.02	.02	26.89	<.001	.00	1.52	.22	-.03
InterX	--	--	--	--	--	--	--	--	.04
Achiev									
Climate	.14	.02	.02	47.42	<.001	.02	47.42	<.001	.14
PO	.34	.12	.12	161.47	<.001	.10	270.26	<.001	.32
InterX	--	--	--	--	--	--	--	--	.35
Hier									
Climate	.08	.01	.01	13.46	<.001	.01	13.46	<.001	-.08
PO	.36	.13	.13	173.38	<.001	.12	331.42	<.001	.34
InterX	--	--	--	--	--	--	--	--	.32
Struct									
Climate	.36	.13	.13	371.39	<.001	.13	371.39	<.001	.36
PO	.36	.13	.13	185.63	<.001	.00	0.02	.90	.00
InterX	--	--	--	--	--	--	--	--	.08
Social									
Climate	.14	.02	.02	50.00	<.001	.02	50.00	<.001	.14
PO	.14	.02	.02	24.99	<.001	.00	0.01	.95	.00
InterX	--	--	--	--	--	--	--	--	.04
Intrin									
Climate	.06	.00	.00	7.83	.005	.00	7.83	.005	.06
PO	.06	.00	.00	4.63	.01	.00	1.43	.23	.03
InterX	--	--	--	--	--	--	--	--	.04

Table 3-24 (cont'd.)

Satisfaction	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ	r
Extrin									
Climate	.05	.00	.00	4.95	.026	.00	4.95	.026	.05
PO	.05	.00	.00	2.62	.073	.00	0.30	.59	.01
InterX	.06	.00	.00	2.72	.043	.00	2.91	.09	.04

The climate, PO and InterX dimensions entered in the equations represent the satisfaction dimension.

Adj R^2 refers to the estimate of shrinkage. Dashes indicate that the interaction term did not meet statistical criteria for inclusion in the regression.

and extrinsic reward dimensions. Climates were significantly and postively related to the corresponding satisfaction dimension, with the exception that a negative relationship was found when satisfaction with the hierarchy was regressed on the hierarchical climate scores.

The addition of personal orientation scores to the regression equations resulted in an average increase of four percent of the variance accounted for in satisfactions (across dimensions). The R^2 change coefficients ranged from .00 to .12. A significant increase in R^2, when the personal orientation score was added to the equation, was obtained for seven of the twelve satisfactions - participation, cooperation, warmth, growth, innovation, achievement and hierarchy. For each significant finding, the personal orientation was positively related to the commensurate facet satisfaction. The results indicated that personal orientations were important for explaining satisfaction even when the variance attributable to climate was partialled out.

For satisfaction with participation and warmth, organizational climate-personal orientation interaction terms resulted in significant increases in the proportion of variation in satisfaction beyond that already explained by climates and personal orientations. However, the increments in the percent of variance explained were trivial and accounted for less than 1% of the variance in these two satisfactions. The results indicated the climate-person congruence was not useful for explaining students' satisfactions.

A second set of moderated regressions, using hierarchical regressions of sets, were performed for the remainder of the attitudinal

and behavioral outcome variables. Each outcome variable was regressed in order on: 1) the set of 12 climate scores; 2) the set of 12 personal orientation scores; and 3) the set of 12 multiplicative interaction terms. Tables 3-14 through 3-19 represent the total correlation matrix used in these regressions. Results from the regression analyses are contained in Table 3-25.

Students' behaviors and attitudes (with the exception of number of leadership positions held) were significantly related to school climates. The multiple correlations ranged from .08 to .34, accounting for an average of 4% of the variance across outcome variables. Climate had the strongest relationship with commitment and accounted for 12% of the variation in this variable. Overall, the evidence suggested that organizational climates were important for explaining variation in the behavior and attitude of students.

The regression results for individual outcomes on personal orientations, once the variance attributable to climate was accounted for, were highly significant for all effects. The change in R^2 ranged from .03 to .34, indicating that students personal orientations added a significant amount of explanatory power to the outcome-climate relationships. The largest increments in variance explained by the personal orientations were found for adjustment (34%), commitment (31%), number of clubs belong to (12%), attendance at school activities (12%) and stress (11%). These results highlighted the importance of individuals' personal characteristics for explaining behaviors and attitudes.

Table 3-25

Moderated Regressions of Outcomes on Climate, Personal Orientation and Interaction Sets for Students (n=2039)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Commit								
Climate	.34	.12	.11	22.79	<.001	.12	22.79	<.001
PO	.66	.43	.43	63.85	<.001	.31	92.56	<.001
InterX	.66	.43	.43	56.77	<.001	.00	0.53	.66
Involvement								
Clubs								
Climate	.18	.03	.03	5.83	<.001	.03	5.83	<.001
PO	.40	.16	.15	15.67	<.001	.12	24.69	<.001
InterX	.40	.16	.15	14.20	<.001	.003	2.23	.08
Time								
Climate	.13	.02	.01	2.87	.001	.02	2.87	.001
PO	.33	.11	.10	10.30	<.001	.09	17.46	<.001
InterX	.33	.11	.10	9.28	<.001	.00	1.07	.36
Lead								
Climate	.08	.01	.00	1.12	.34	.01	1.12	.34
PO	.26	.07	.06	6.09	<.001	.06	11.01	<.001
InterX	.26	.07	.06	5.42	<.001	.00	0.06	.98
Attend								
Climate	.15	.02	.02	4.01	<.001	.02	4.01	<.001
PO	.38	.14	.13	13.83	<.001	.12	23.13	<.001
InterX	.38	.14	.13	12.54	<.001	.00	2.09	.10

Table 3-25 (cont'd.)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Adjust								
Climate	.17	.03	.02	5.30	<.001	.03	5.30	<.001
PO	.61	.37	.36	49.29	<.001	.34	90.48	<.001
InterX	.61	.37	.36	43.92	<.001	.00	0.97	.41
Stress								
Climate	.19	.04	.03	6.48	<.001	.04	6.48	<.001
PO	.38	.14	.13	14.20	<.001	.11	21.15	<.001
InterX	.38	.14	.13	12.63	<.001	.00	0.21	.89
Quit								
Climate	.30	.09	.08	16.19	<.001	.09	16.19	<.001
PO	.42	.18	.17	18.44	<.001	.09	18.97	<.001
InterX	.43	.18	.17	16.61	<.001	.00	1.80	.15
Absenteeism								
Total								
Climate	.21	.04	.04	7.71	<.001	.04	7.71	<.001
PO	.28	.08	.07	7.37	<.001	.04	6.76	<.001
InterX	.29	.08	.07	6.70	<.001	.00	1.38	.25
Sick								
Climate	.21	.04	.04	7.77	<.001	.04	7.77	<.001
PO	.32	.10	.09	9.72	<.001	.06	11.21	<.001
InterX	.33	.10	.10	8.93	<.001	.003	2.43	.06
Performance								
Grades								
Climate	.13	.02	.01	3.03	<.001	.02	3.03	<.001
PO	.22	.05	.04	4.33	<.001	.03	5.55	<.001
InterX	.23	.05	.04	4.12	<.001	.00	2.38	.07

Table 3-25 (cont'd.)

Outcome	R	R^2	Adj R^2	F	Sig	$R^2\Delta$	F Δ	Sig Δ
Suspend								
Climate	.13	.02	.01	3.06	<.001	.02	3.06	<.001
PO	.26	.07	.06	5.99	<.001	.05	8.78	<.001
InterX	.28	.08	.06	6.17	<.001	.01	7.13	<.001
Discip								
Climate	.23	.05	.05	9.72	<.001	.05	9.72	<.001
PO	.37	.13	.12	12.99	<.001	.08	15.43	<.001
InterX	.39	.16	.14	13.70	<.001	.02	16.93	<.001

The tests for the effects of congruence between climate and personal orientations on individuals' attitudes and behaviors were generally non-significant. The interaction terms did not produce significant increases in R^2, with two exceptions -- number of suspensions and number of discipline problems. Climate-person interactions resulted in an additional 1% of the variance explained in number of suspensions and an additional 2% in number of discipline problems than that attributable to climate and personal orientations. Although the results for these two variables were significant, the magnitude of the climate-personal orientation interaction effects were small, especially when compared to the effects of climate and personal orientations on outcomes. Further, the interactions which resulted were not completely crossed interactions as predicted. It should also be noted that these results are most likely due to chance as the canonical correlational analyses indicated that interactions did not explain any additional variance in outcomes. Therefore, for students' attitudinal and behavioral outcome variables, the congruence hypothesis was not supported.

Because strong effects for climates and personal orientations on outcomes were found, the significance of the beta weights for the individual dimensions were examined. In Table 3-26, information regarding the significance of the beta weights for each individual climate and personal orientation dimensions for each outcome are presented. The actual beta weights are provided in Appendix AA. Examination of Table 3-26 indicates that a large number of significant

Table 3-26

Significant Betas for Regressions of Outcomes for Students

		Involvement							Absenteeism		Performance		
Climate	Commit	Clubs	Time	Lead	Attend	Adjust	Stress	Quit	Total	Sick	Grades	Suspend	Discip
Part	**	***						***	**		**		
Coop	**					**	*	**					***
Warm		**	**										
Grow	**			***	**				***	***		*	**
Innov					**		***			***			
Auton	***		***								**	***	***
Achiev	***	***					***	***	***	***	***		**
Hier	***	***						***		**			**
Struct								***	*	***	***		**
Social									***	***		**	**
Intrin	***									**	**		**
Extrin		**	**		***			***		***		**	
						**			**	**		***	***

Table 3-26 (cont'd.)

PO	Commit	Involvement				Adjust	Stress	Quit	Absenteeism		Performance		
		Clubs	Time	Lead	Attend				Total	Sick	Grades	Suspend	Discip
Part		***			**								
Coop	***	**	**		**	***	***	***		*			***
Warm	***	***			***	***	**	***					**
Grow	***	**				***	***	**				***	***
Innov								**			*	***	**
Auton	**			***	**		**						
Achiev	***	***	***			***	***	***	***	***	***		***
Hier	***	*		***	*		***	***	***	***		***	***
Struct	**	***	*		*			**		**			
Social							**		**			*	
Intrin						*							*
Extrin			*			**			*	**	**	***	***

*Significant at $p \leq .10$.
**Significant at $p \leq .05$.
***Significant at $p \leq .01$.

beta weights were produced. In general, the dimensions of cooperation, warmth, growth, autonomy, achievement, hierarchy and extrinsic rewards were related to outcomes more consistently than other dimensions. Further, as would be expected, climates and personal orientations tended to be positively related to commitment, involvement, adjustment, and grades and tended to have negative relations to stress, turnover intentions, absenteeism and number of suspensions and discipline problems. However, hierarchical climates tended to show reverse relationships with the outcomes. Finally, personal orientations generally were more related to the outcomes than were the climate dimensions.

Summary. Results indicated that students' attitudes and behaviors were strongly related to the climates of the school and to their own orientations for school work. However, significant results were not found for the effect of climate-person interactions on outcomes and did not support the congruence notion.

Additional Tests

Results thus far indicated the importance of considering both climates and personal orientations for explaining behaviors and attitudes in school environments. When congruence was operationalized through the use of multiplicative interactions between climate and personal orientations, significant relationships to climate were not obtained when the variance due to climates and personal orientation main effects was partialled out.

In order to further explore the nature of the relationship between

climates and personal orientations within school, two additional sets of correlations were calculated. School level (aggregated) climate and personal orientation scores were correlated. High correlations from these analyses would indicate that an ecological distribution of personal orientation types among schools exists. That is, aggregates of teachers or students within particular schools would tend to share common personal orientations and relevant climates. Large diagonal entries (between commensurate dimensions) would indicate that teachers or students characterized by any specific personal orientation are found in schools with appropriate or corresponding climates. These correlational matrices indicate the extent to which personal orientations and climates are functionally related to one another at the school level.

The aggregate or school level scores (mean across teachers) for climates were correlated with the aggregate personal orientation scores (mean across teachers). The same analyses were calculated between aggregate climate and personal orientations for the student group. Correlational matrices obtained from these analyses are contained in Table 3-27 for teachers and 3-28 for students. Results indicated that climate dimensions and personal orientation dimensions which represented the affective facet (participation, cooperation and warmth) were related to the corresponding personal orientation dimensions for teachers. Modest correlations were also obtained for the innovation and social reward dimensions. Similar results were obtained for the student sample. Therefore, for some climates, the group of teacher or students

Table 3-27

Correlations between Aggregate Climate and Aggregate Personal Orientation Dimensions for Teachers (n=29)

Personal Orientation	Climate											
	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.50	.38	.38	.29	.40	.38	.27	-.37	.27	.38	.26	-.03
2. Coop	.27	.47	.44	.18	.38	.11	.36	-.07	.26	.34	.24	.47
3. Warm	.11	.28	.31	.15	.15	-.27	.33	.16	.25	.25	.14	.37
4. Grow	.12	.28	.27	.04	.22	.02	.29	-.04	.26	.23	.04	.14
5. Innov	.25	.39	.22	.22	.30	.11	.34	-.08	.33	.32	.21	.04
6. Auton	.00	-.08	-.07	.09	-.11	-.20	.09	.04	.02	.11	-.01	-.15
7. Achiev	.14	.13	.07	-.05	.04	-.04	.14	.05	.13	.14	.04	.23
8. Hier	-.10	.18	.24	-.01	.03	-.07	.16	.11	.06	.14	.04	.39
9. Struct	-.62	-.48	-.42	-.48	-.31	-.48	-.34	.47	-.31	-.43	-.40	.09
10. Social	.34	.38	.18	.41	.40	.00	.37	-.07	.42	.29	.37	.01
11. Intrin	-.36	-.30	-.46	-.02	-.24	-.50	-.12	.43	-.16	-.34	-.17	.00
12. Extrin	-.14	-.09	-.19	.04	.01	-.31	.07	.15	.08	-.12	-.19	-.02

Correlations greater than $\pm$ .37 are significant at $p \leq .05$.

Table 3-28

Correlations between Aggregate Climate and Aggregate Personal Orientation Dimensions for Students (n=28)

Personal Orientation	Climate											
	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.26	.33	.27	.04	.33	.23	.28	.17	.37	.37	.17	.13
2. Coop	.34	.58	.51	.33	.40	.59	.54	.04	.49	.59	.36	.40
3. Warm	.21	.50	.45	.15	.35	.55	.47	-.01	.23	.59	.29	.40
4. Grow	.13	.36	.36	.27	.23	.40	.43	.14	.29	.35	.14	.38
5. Innov	.52	.42	.22	.07	.59	.32	.24	.15	.33	.43	.39	.05
6. Auton	-.16	-.11	.01	-.07	-.09	-.20	-.02	.04	.00	.01	-.17	.00
7. Achiev	.44	.41	.14	-.02	.31	.44	.15	.01	.08	.47	.22	.16
8. Hier	.37	.37	-.01	.09	.35	.37	.12	.23	.01	.43	.28	.01
9. Struct	.35	.25	-.07	.09	.36	.24	.08	.36	.04	.25	.31	-.10
10. Social	.36	.46	.40	.22	.39	.34	.42	.08	.35	.31	.25	.31
11. Intrin	.47	.37	.09	.08	.56	.26	.18	.24	.22	.43	.50	.09
12. Extrin	.21	.32	.16	-.09	.27	.29	.17	.27	.11	.39	.25	.13

Correlations greater than $\pm$ .38 are significant at $p \leq .05$.

within that climate tended to have personal orientations that corresponded to those climates.

Summary of Results for Congruence Hypothesis

Results indicated that both climates and personal orientations had strong independent relationships with job behaviors and attitudes. Further, these relationships held when the variance attributable to satisfaction was partialled out from the outcome measures. However, congruence when operationalized with multiplicative interaction terms did not affect individual behavior and attitudes in organizations and hence did not support the congruence hypothesis. The results obtained for students paralleled those obtained for teachers.

In order to determine the similarity in patterns of relationships among variables between teachers and students, several analyses were performed. The results pertaining to the multi-echelon hypothesis (Hypothesis 2) are discussed in the following section.

Results for the Multi-Echelon Hypothesis

The multi-echelon hypothesis (Hypothesis Two) predicted that the pattern of relationships for orgnanizational climates, personal orientations and climate-person congruence with outcome variables would be similar for two hierarchical echelons within organizations. That is, the relationship between the dependent and independent variables for teachers were believed to be similar to those of students. The absolute level of the attributes (i.e., the mean scores for outcomes, climates, personal orientations, and climate-person interactions) can differ

between the two subgroups; however, the pattern of relationships between the variables should be similar for the two subgroups within the schools.

The results presented focus primarily on the climate and personal orientation variables (as opposed to the climate-person interactions) since these two sets of variable were found to be important for explaining behaviors and attitudes. The set of outcome variables used in the analyses included only those that were measured for both the teacher and student samples. The outcome measures included the 12 facet satisfaction scores, attitudinal commitment, three of the involvement items (number of clubs sponsor/belong to, hours or time spent on work/school activities outside of regular school hours and attendance at school activities), adjustment, stress, turnover intentions, performance (self-rated for teachers and grades for students) and absenteeism.

First, one-way analysis of variance tests between the teacher and student samples, for each outcome variable, climate dimensions, score and personal orientation score were conducted to examine the similarity (or difference) in the mean levels of the constructs between teachers and students (see Table 3-29). Excluding hierarchical personal orientations and satisfaction with structure, significant differences were revealed between teachers and students for each variables. Thus, teachers and students differ in their perceptions of climates, personal orientations, and attitudes and behaviors.

As an initial evaluation of the similarity in the pattern of relationships for climate perceptions and personal orientations between

Table 3-29

Results of Analyses of Variance for Climate, Personal Orientation and Outcome Variables by Respondent Group (Teacher versus Student)

Outcome	F	p
Satisfaction		
Part	20.49(0.83)	.00001
Coop	172.38(0.48)	<.00001
Warm	351.30(0.49)	<.00001
Grow	14.74(0.68)	.00001
Innov	225.86(0.80)	<.00001
Auton	557.38(0.85)	<.00001
Achiev	58.39(0.65)	<.00001
Hier	336.18(1.09)	<.00001
Struct	1.62(0.46)	.21
Social	12.96(1.13)	.0003
Intrin	50.06(1.44)	<.00001
Extrin	17.66(1.35)	.00003
Commitment	171.14(0.66)	<.00001
Involvement		
Clubs	245.98(3.76)	<.00001
Hours	371.13(0.96)	<.00001
Attend	50.58(1.14)	<.00001
Adjust	213.09(0.38)	<.00001
Stress	7.11(0.70)	.008
Quit	11.46(0.88)	.0007

Table 3-29 (cont'd.)

Outcome	F	p
Absenteeism		
Total	89.52(8.80)	<.00001
Sick	40.94(4.85)	<.00001
Performance	5.15(1.64)	.02
Climate		
Part	263.54(0.12)	<.00001
Coop	204.94(0.05)	<.00001
Warm	953.95(0.08)	<.00001
Grow	65.57(0.04)	<.00001
Innov	293.16(0.09)	<.00001
Auton	120.49(0.06)	<.00001
Achiev	841.29(0.06)	<.00001
Hier	4142.92(0.07)	<.00001
Struct	86.33(0.06)	<.00001
Social	3327.40(0.08)	<.00001
Intrin	12079.76(0.09)	<.00001
Extrin	2456.24(0.08)	<.00001
P.O.		
Part	97.27(0.42)	<.00001
Coop	63.99(0.39)	<.00001
Warm	32.87(0.49)	<.00001
Grow	60.21(0.42)	<.00001
Innov	158.55(0.48)	<.00001
Auton	104.20(0.34)	<.00001
Achiev	189.58(0.52)	<.00001
Hier	.01(0.54)	.91

Table 3-29 (cont'd.)

Outcome	F	P
P.O. (cont'd.)		
Struct	17.20(0.54)	<.00003
Social	7.83(0.79)	.005
Intrin	62.75(1.06)	<.00001
Extrin	249.43(0.80)	<.00001

Degrees of freedom were 1 and 2591. Values in parentheses are error mean squares associated with the F-test. Commit represents the attitudinal commitment measures; Performance represents self-rated performance for teachers and grades for students; Hours refer to number of non-required hours worked for teachers and the extent of time spent on school activities outside regular school hours for students. All other variables are the same as those reported previously.

student and teachers, correlations were computed between the aggregated (school-wide mean) climate dimension scores from teachers and those from students. Correlations were also computed between the aggregate teacher and student personal orientation scores. Complete data were available from 28 schools. The correlational results are contained in Table 3-30 and 3-31. Diagonal entries in the tables indicate the degree of similarity in the pattern of climate perceptions (or personal orientations) between teachers and students for commensurate dimensions.

For many of the climate dimensions, teachers' and students' perceptions showed fairly similar patterns (r's ranged from -.05 to .80, with a median of .55). However, at the aggregate level or school level, the personal orientations of teachers and students were generally not related to one another (r's ranged from .00 to .60, median r = .08). Thus, teachers and students showed somewhat similar patterns of relationships for their perceptions of the school climates, but the personal orientations of teachers and students did not yield similar relationships.

Box's M (1950) statistic was used as an overall test of Hypothesis Two. This statistic tests the hypothesis that the covariance matrices from two samples are equal. The covariance matrix of outcomes, climates, personal orientations and interaction terms for teachers was compared to that same covariance matrix for students. Results from the Box's M test were significant (Box's M = 14067.46, F = 12.52, $p < .00001$) and indicated that overall relationships among constructs for teachers and students were different from one another. Thus, the multi-

Table 3-30

Correlations between Aggregate Climates for Teachers and Aggregate Climates for Students (n=28)

Teacher Climate	Student Climate											
	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.51	.62	.54	.47	.53	.57	.45	-.44	.49	.44	.47	.50
2. Coop	.67	.76	.69	.71	.72	.64	.70	-.48	.72	.46	.65	.65
3. Warm	.52	.82	.80	.77	.67	.72	.81	-.49	.76	.55	.57	.66
4. Grow	.37	.46	.57	.59	.49	.41	.55	-.19	.71	.30	.47	.58
5. Innov	.58	.60	.50	.55	.69	.42	.53	-.39	.70	.32	.61	.47
6. Auton	.62	.56	.38	.31	.57	.48	.33	-.42	.19	.31	.36	.36
7. Achiev	.33	.54	.57	.63	.55	.42	.64	-.22	.73	.32	.54	.56
8. Hier	-.50	-.57	-.46	-.36	-.47	-.51	-.41	.48	-.24	-.37	-.41	-.43
9. Struct	.46	.64	.57	.62	.63	.49	.64	-.29	.76	.34	.61	.49
10. Social	.22	.42	.53	.51	.43	.33	.60	-.17	.55	.29	.45	.55
11. Intrin	.25	.35	.55	.48	.33	.40	.48	-.11	.61	.21	.33	.49
12. Extrin	.18	.10	.09	.27	.11	.11	.12	-.06	.20	.06	.08	-.05

Correlations greater than $\pm$ .38 are significant at $p \leq .05$.

Table 3-31

Correlations between Aggregate Personal Orientations for Teachers and Aggregate Personal Orientations for Students (n=28)

Teacher P.O.	Student P.O.											
	Part	Coop	Warm	Grow	Innov	Auton	Achiev	Hier	Struct	Social	Intrin	Extrin
1. Part	.00	-.09	.05	-.33	.16	-.03	-.11	-.33	-.07	.05	.19	-.15
2. Coop	.05	.09	.04	-.08	.03	-.27	.11	.17	.00	.25	.29	-.06
3. Warm	.14	.28	-.03	.06	-.02	-.23	-.01	.15	.05	.39	.24	.02
4. Grow	-.04	.00	-.15	-.07	-.11	-.20	.00	-.07	.17	.06	.06	-.12
5. Innov	-.01	.02	-.11	-.07	.04	-.19	.04	-.12	-.03	.21	.29	-.05
6. Auton	-.16	-.24	-.23	-.17	-.29	.24	-.37	-.52	.07	.32	.29	.10
7. Achiev	-.08	-.14	-.25	-.31	-.04	-.30	-.11	.06	-.06	.18	.20	-.04
8. Hier	.16	.45	.30	.52	.06	-.18	.35	.60	-.05	-.30	-.28	-.06
9. Struct	.22	.13	.04	.24	-.01	-.01	.09	.18	.03	.24	.26	-.04
10. Social	.09	-.13	-.42	-.25	.17	.04	-.18	-.28	-.18	.21	.06	-.21
11. Intrin	-.26	-.09	-.19	.04	-.48	.00	-.18	-.07	-.18	.11	-.14	-.23
12. Extrin	.15	.04	-.16	.11	-.02	.11	-.08	-.06	.23	-.13	.11	.07

Correlations greater than $\pm$ .38 are significant at $p \leq .05$.

echelon hypothesis was not supported at the general level.

Chow's (1960) equation for testing differences between regression equations was employed to determine if each outcome variable was governed by the same relationship when measures obtained from teachers were compared to those obtained from students. These tests allowed for examining which particular variables yielded similar or different of patterns of relationships between teachers and students. Each outcome variable was tested independently.

To test the equality between sets of coefficients in two linear regressions (the regression from teachers compared to the regression from students), the sum of squares of the residuals assuming equality between the two (for the combined sample) are computed and the sum of squares without assuming equality (for each subgroup) are computed. The ratio of the difference between these two sums to the latter sum, adjusted for the corresponding degrees of freedom results in an F ratio, distributed under the null hypothesis. The equation can be described as follows:

$$F = \frac{Resid_{SS_T} - (Resid_{SS_1} + Resid_{SS_2})/p}{(Resid_{SS_1} + Resid_{SS_2})/n+m-2p}$$

where $Resid_{SS_T}$ is the residual sum of squares obtained from the regression for the entire sample combined; $Resid_{SS_1}$ is the residual sum of squares obtained from the regression for one subgroup; $Resid_{SS_2}$ is the residual sum of squares from the regression for the second subgroup; p is the number of variates or independent

variables in the regression; n is the number of subjects in the first subgroup; and m is the number of subjects in the second subgroup.

Table 3-32 presents the results from the Chow tests of equality for each behavior and attitude variable. Results indicated that teachers and students behaviors and attitudes were generally governed by different relationships among the predictor sets of variables (the climates, personal orientations and interactions). Exceptions were adjustment, performance and attendance at school activities which were not significantly different.

The significant differences found from the Chow tests can be partially explained by examining the regression tables (Tables 3-11, 3-12, 3-24 and 3-25). For teacher satisfaction, more variance was explained by climates than by personal orientations whereas student satisfaction was generally explained by both climate and personal orientation to an equal extent. For the remaining outcome variables, climates and personal orientations tended to explain about equal amounts of variation in outcomes for the teacher sample, while personal orientations tended to account for more variance in outcomes than climates for the student sample. Therefore, while both climates and personal orientations were signficantly related to outcomes for both teachers and students, the relative amounts of explanatory power of climates and personal orientations differed across the two samples. A multi-echelon model was not supported by these results.

Table 3-32

Tests of Equality between Regression Equations between Teachers and Students

Effect	df	F	p
Satisfaction			
Part	3,2566	19.15	< .001
Coop	3,3031	20.51	< .001
Warm	3,3031	40.73	< .001
Grow	3,3023	6.45	< .01
Innov	3,2984	32.16	< .001
Auton	3,3024	165.87	< .001
Achiev	3,3025	10.80	< .001
Hier	3,2975	14.17	< .001
Struct	3,3029	3.54	< .05
Social	3,2927	24.74	< .001
Intrin	3,2545	10.37	< .001
Extrin	3,2895	3.11	< .05
Commitment	36,2500	2.32	< .001
Involvement			
Clubs	36,2500	2.42	< .001
Hours	36,2500	3.05	< .001
Attend	36,2500	1.28	N.S.
Adjust	36,2500	0.76	N.S.
Stress	36,2500	1.65	< .01
Quit	36,2500	3.57	< .001

Table 3-32 (cont'd.)

Effect	df	F	p
Absenteeism			
Total	36,2500	2.07	<.001
Sick	36,2500	2.05	<.001
Performance	36,2500	1.30	N.S.

DISCUSSION

The primary purpose of this study was to investigate the relationship between individuals' attitudes and behaviors in organizations and the extent to which these individuals "fit" or match their work environment. Underlying this congruence notion is the assumption that a good person-environment fit will result in more desirable behaviors and attitudes than a poor fit (or a state of incongruence).

Based on a review of relevant theories and perspectives from personality and social psychology, educational psychology, organizational behavior and industrial psychology, a guiding framework for examining the effect of person-environment congruence on individuals' job-related behaviors and attitudes was proposed.

In the present study, the "person" variables represented job-relevant personality characteristics of individuals, termed personal orientations. The environmental elements were organizational climates, or shared perceptions of organizational attributes. The total pattern of congruence (or interaction) between organizational climates and personal orientations was believed to affect individuals' work attitudes and behaviors to a greater extent than consideration of any single aspect of either the personal orientations or the climates. Further, this research attempted to alleviate problems in previous research by using a commensurate model, consisting of multiple dimensions, using jobrelevant personality measures and collecting environmental and

person variables from different sets of people within the organization to minimize response bias.

Contrary to the hypothesis, the climate-person interaction did not significantly add to our understanding of individuals' behaviors and attitudes beyond that already explained by climates and personal orientations alone. However, there were many interesting and important findings related to the main effects of climate and personal orientations. Results from the study indicated that both organizational climates and personal orientations were significantly related to work-related attitudes and behaviors. Further, personal orientations made significant contributions to explaining individuals' outcomes, independent of the climates of the organization.

A second purpose of the study was to examine the similarity in relationship between congruence and outcomes for two hierarchical groups within the organization. A multi-echelon model of congruence was predicted in that the same pattern of relationships among variables was believed to exist for two organizational echelons -- teachers and students. Support for the multi-echelon hypothesis was not found. Different relationships among the outcomes, climates, personal orientations, and climate-person interaction constructs were obtained for the two subgroups within the organizations.

A discussion of the findings related to the effect of organizational climate-personal orientation congruence as well as the independent effects of climates and personal orientations is followed by an interpretation of results for the multi-echelon model. The section

concludes by presenting the limitations and implications of the study and suggestions for future research in the area.

Organizational Climate-Personal Orientation Congruence

In general, literature related to the congruence notion contends that climates and personal orientation constructs should increase the proportion of variance explained in organizationally relevant outcome measures. Specifically, it was hypothesized that congruence betweeen organizational climate dimensions and individual personal orientations would lead to higher satisfaction, commitment, involvement in work, adjustment to work and performance, and less stress, turnover intent, and absenteeism among employees.

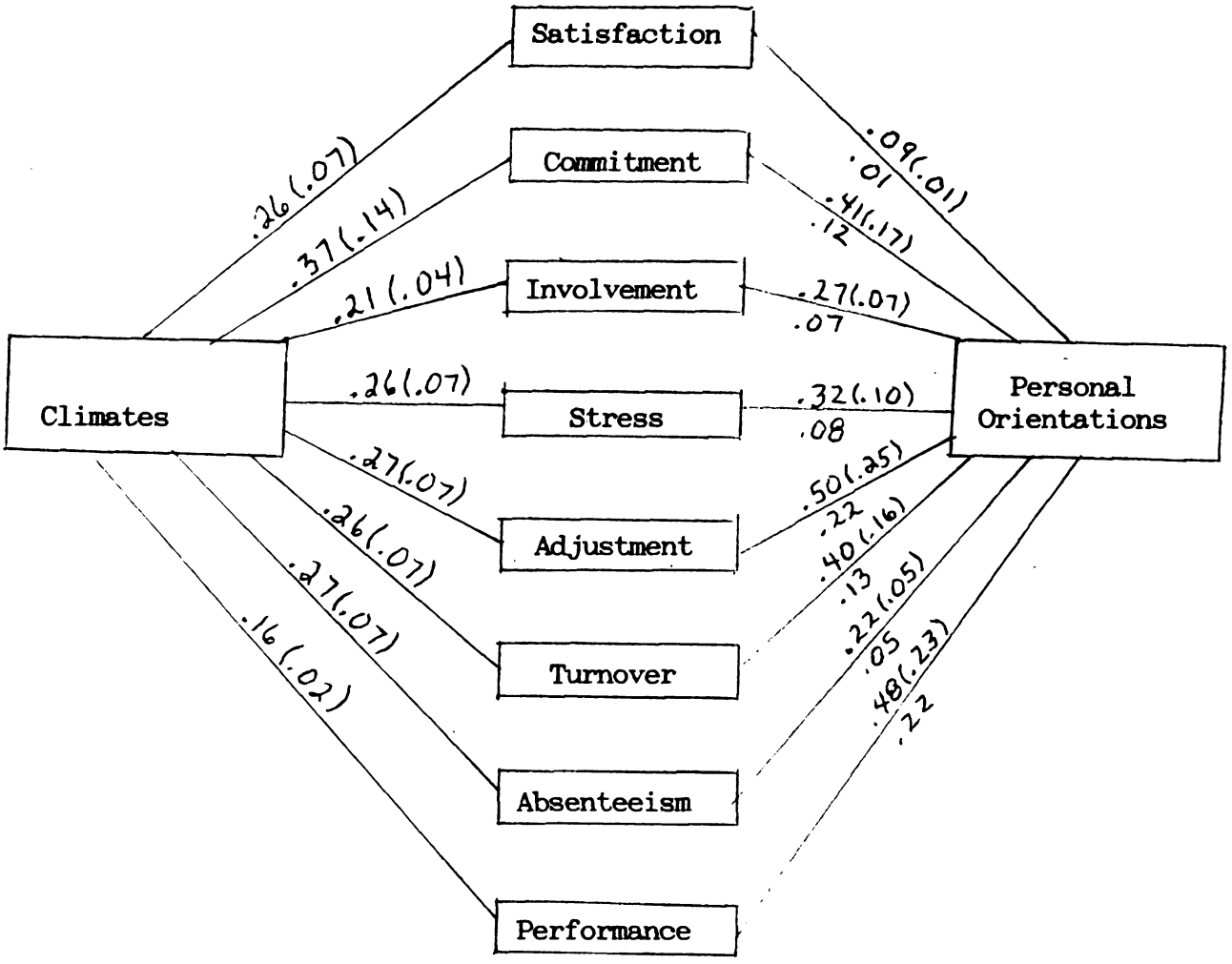
Statistical evaluation of the congruence notion for understanding individuals' work outcomes involved the examination of relationships between: 1) outcomes and organizational climates; 2) outcomes and personal orientations independent of the effects due to climates; and 3) outcomes and the interaction of climates with personal orientations in which the main effects of climates and personal orientations were controlled. The third set of tests above represented analyses directly related to the testing of the congruence hypothesis. Due to the strong main effects found for both the organizational climates and personal orientations, interpretations are also offered for explaining their relationships to the outcome variables. Findings pertaining to the relationships between outcomes and a) organizational climates, b) personal orientations and c) climate-person interactions are discussed in more detail below.

Climate and Personal Orientation Main Effects

The results for the effects of climates and personal orientations on work outcomes are summarized in Figure 4-1 for teachers and Figure 4-2 for students. The values in the figures represent the multiple correlations or median multiple correlations when more than one measure was used for assessing an outcome; values in parentheses represent the corresponding R^2. For the relationships between outcomes and personal orientations, the top number represents unpartialled multiple correlations while the bottom are the resulting changes in the squared multiple correlation when climate effects were partialled out. As is evident in Figures 4-1 and 4-2, the results support strong relationships for climates and personal orientations to work outcomes. Finding pertaining to the relationships are discussed in the following sections.

Climate-Outcome Relationships. Signficant relationships were found between climate and individuals' behavior and attitudes. Results from the canonical correlational analyses indicated that climates accounted for 9% of the variance in the set of outcomes for the group of teachers and 5% for the sample of students. Overall, the climates of the organization were important for explaining an individual's behavior and attitudes.

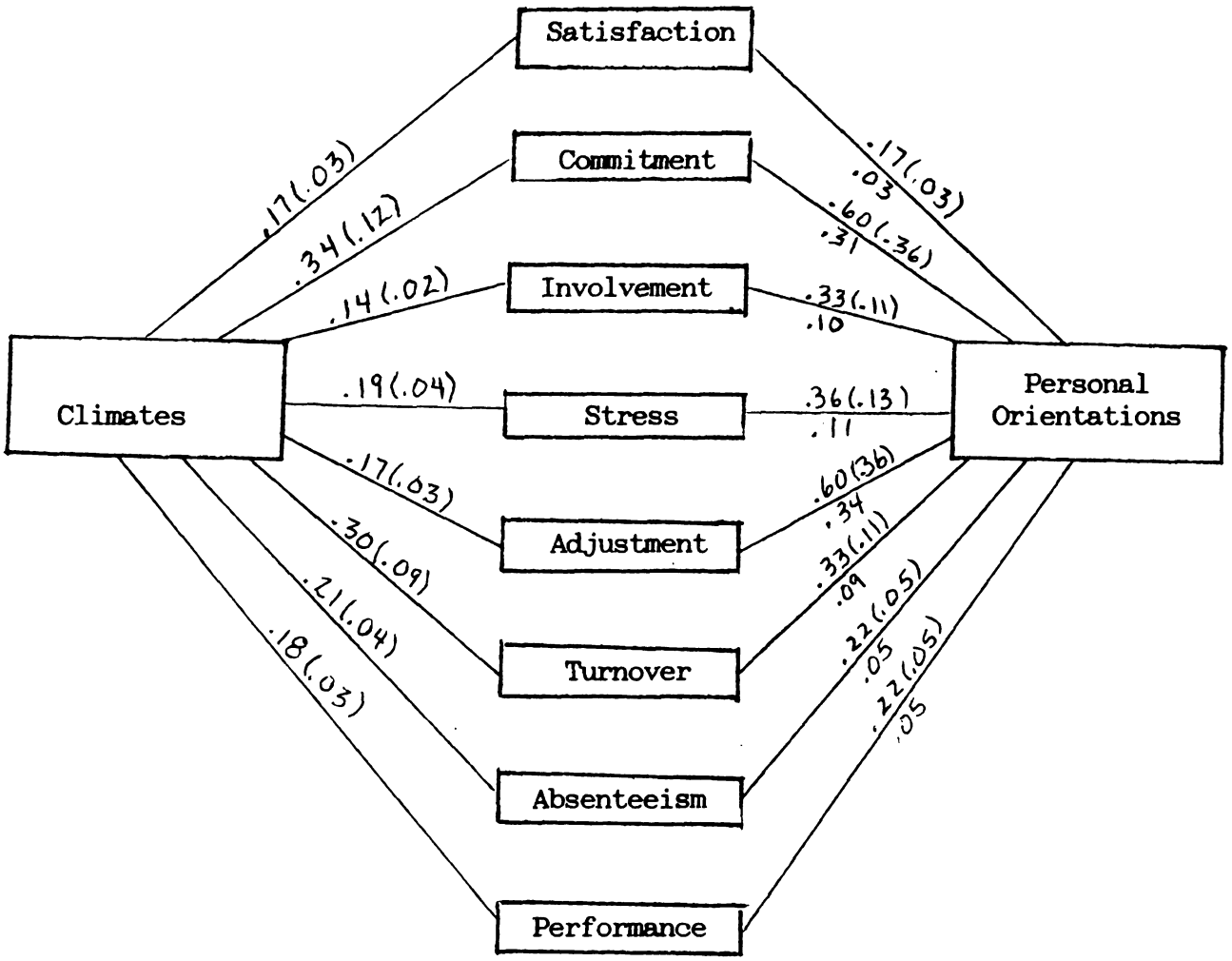
Findings from the univariate analyses, when each outcome variable was evaluated independently, showed that climates were signifcantly related to each outcome construct with the exception of teachers' self-rated performance. The strength of the relationships varied for the individual outcome measures and varied between the teacher and student



2
Values in parentheses are R . In cases where multiple indices of an outcome construct were used (satisfaction, commitment, involvement and absenteeism), the median multiple R (or r for satisfaction) is reported. For personal orientation relationships, the top number indicates unpartialled relationships and the bottom value is R2 change for the relationship between outcomes and personal orientations with climates controlled.

Figure 4-1

Summary of Climate, Personal Orientation and Outcome Relationships for Teachers



Values in parentheses are R^2. In cases where multiple indices of an outcome construct were used (satisfaction, involvement, absenteeism and performance), the median multiple R (or r for satisfaction) is reported. For personal orientation relationships, the top number indicates unpartialled relationships and the bottom value is R2 change for the relationship between outcomes and personal orientations with climates controlled.

Figure 4-2

Summary of Climate, Personal Orientation and Outcome Relationships for Students

sample. Noteworthy relationships were found for the measures of satisfaction, commitment, adjustment, turnover intent and absenteeism in the teacher sample. In comparison, for the students, the magnitude of the relationships of climates to outcomes were generally lower. The strongest relationships were found for the measures of students' commitment and turnover intentions.

Although differences between the teacher and student sample in the magnitude of the climate-outcome relationships were not expected, they are reasonable. Climate may have a more potent influence on teachers' behaviors and attitudes than on students' behaviors and attitudes. Teachers may be more directly involved with the school and school activities, and in sense, may be "closer" to the school climates than students. Further, students may be more subject to influences external to the school climate, such as peer or family attitudes. It is also possible that the climate dimensions used in this study were more appropriate for teachers than students, which accounted for the lower relationships for students.

Nevertheless, the results of the study are similar to those found in previous research which investigated climate-outcome relationships; however, the previous studies relied almost exclusively on satisfaction and performance outcomes. Several studies (e.g. Friedlander & Marguiles, 1969; Lawler, et al, 1974; Pritchard & Karasick, 1973) found very strong evidence that satisfaction relates to individuals' perceptions of climate (r's were generally around .5).

Climate-satisfaction relationships in this study were significant,

but much lower than those found in other studies. An important methodological difference between the previous studies and current study may explain these findings. In much of the past research, both satisfaction and climate measures were perceptual and obtained from the same person. When responding to the measures, an individual's perceptions of the climate may have influenced his or her reports of satisfaction. Evidence from a study by Schnake (1983) indicated that individuals may have difficulty divorcing job satisfaction from climate perceptions. Hence, he suggested that previously reported correlations between climate and satisfaction may be somewhat inflated. Because the climate measures were obtained from a sample of individuals within the same organization that was different from those who responded to the satisfaction measures, results from this study may provide a more accurate description of the climate-satisfaction relationship -- one that is substantially lower than those found in previous investigations. Further, due to the large sample size used in this study, the multiple correlations showed very little or no shrinkage (cross-validated mulitple correlation values) which suggests that the results obtained here are stable.

It should also be noted that relationships between commensurate climate and satisfaction dimensions were examined in this study. Many studies have either related a) the set of climates to global satisfaction measures or b) the set of climates to facet satisfaction dimensions which are not commensurate with the climate dimensions. Conceptually, evaluations of the relationship between commensurate

dimensions seems more appropriate. The findings from this study should provide a better indication of climatesatisfaction relationships than studies which have not paid much attention to the specific dimensions.

Moreover, evidence from this study indicated that when the climate of the school was described in what would traditionally be thought of as the most "positive" sense, individuals tended to more satisfied with that aspect of the school. This holds true for all dimensions except hierarchy for which the more hierarchically the climate was perceived, the less satisfied individuals were with the hierarchy. Also, the degree of relationship between satisfaction with intrinsic (recognition) and extrinsic (e.g. pay, promotion) rewards and the corresponding reward climate was very small. The weak or non-significant findings may be due to poor psychometric properties or unreliability of measures for these dimensions. One or very few items were used to measure these dimensions, hence their reliability may have been inadequate for evaluating relationships with these dimensions.

Results from this study also concur with research on the relationship between climate and performance. While climate perceptions have consistently been related to organizational level, division or subgroup performance (e.g. Jones & James, 1979; Joyce & Slocum, 1984; Lawler, et al., 1974; Pritchard & Karasick, 1973; Schneider & Snyder, 1975), very small degrees of relationship were typically found to individual performance (Kozlowski & Hults, in press is an exception). Even though the performance measures in this study were derived from self-ratings or self-reports, small relationships to climate were still

found indicating that the climate of the organization and an individual's performance were generally unrelated. It is likley that additional individual variables, such as skill, ability, or other personal characteristics are more important for explaining variations in individuals' performance than are climates (cf. Pearlman, et al., 1980). Or, climate dimensions which are more appropriate (or commensurate) with the performance dimensions may be more useful.

Little research has investigated the relationships between organizational climates and commitment, involvement, stress, adjustment, turnover intentions, and absenteeism. Therefore, the results from this study provided initial evaluations of these relationships. The findings indicated that perceived work environment attributes were related to these attitudes and behaviors, even when individuals' satisfaction was controlled for. Thus, climates of the organization were important for explaining the level of commitment, participation in work activities, psychological stress, feelings of adjustment to work and withdrawal.

In sum, employee perceptions of the work environment play an important role in understanding behavior and attitudes at work (James & Jones, 1976; Payne & Pugh, 1976; Schneider, 1975, Schneider & Reichers, 1983). Results from this study supported this notion and were consistent with findings from previous studies which investigated climate-outcome relationships (cf. Friedlander & Marguiles, 1969; Jones & James, 1979; Pritchard & Karasick, 1973). This study differed from others in that a) climate perceptions were assessed independently of the responding individuals under investigation and b) a wider variety of

individual outcomes were evaluated. Thus, problems with response bias were minimized and the resulting correlations may possibly reflect a more accurate picture of the strength of climate-outcome relationships. Climates were significantly related to all outcome variables investigated (satisfaction, commitment, involvement, stress, adjustment, turnover, absenteeism and performance) with the exception of teachers' performance.

The importance of climate for understanding responses at work have been documented. However, a number of authors have posited that consideration of work environments or situations alone is not sufficient for understanding indivduals' responses (e.g. Endler & Magnusson, 1976; Lewin, 1951; Schneider, 1983a). The argument has been made that both person characteristics and situational characteristics should be jointly investigated; yet, relatively few studies have done so. The present study considered both situational attributes (climates) and personal attributes (personal orientations). The preceding discussion focussed on the situation side. In the next section, results pertaining to the person side are discussed as well as the relative contributions of situation and person variables.

Personal Orientation-Outcome Relationships. Individuals' orientations for work were found to be important for explaining variations in individuals' attitudes and behaviors. The direct unpartialled relationship to outcomes indicated that personal orientations accounted for 10% of the variance in the set of outcomes for teachers and 13% of the variance for students' outcomes. When the

effects due to climates were controlled, personal orientations accounted for an additional 10% of variance in the set of outcomes for teachers and 12% for students. This findings indicate that the climate and personal orientations were indepenent measures. Clearly, at a general level, work related personality characteristics of organizational members are useful indicators of individuals' behaviors and attitudes in organizations.

A number of interesting relationships among personal orientations and the individual outcome variables were revealed. Signficant contributions of personal orientations, independent of climates, were found for nearly every outcome construct investigated. However, the strength of the relationships varied (see Figures 4-1 and 4-2). The greatest independent contributions of personal orientations were found for commitment, adjustment, turnover and performance for the teacher group. In comparison, personal orientations were particularly important (independent of climate) for explaining students' commitment, stress, and adjustment. Rather than discussing relationships between the personal orientations and each of the eight individual outcome constructs separately, only those for satisfaction and performance will be discussed in detail. These two outcome variables have been investigated most often in previous research. The findings related to the remaining outcomes will be discussed together.

Personal orientations were not consistently related to commensurate satisfaction dimensions. Significant incremental increases in the proportion of variance explained by personal orientations were found for

about one-half of the dimensions. Further, in those cases for which significant increases emerged, the percentage of additional variance explained by personal orientations, beyond that explained by climates, was moderate at best, especially for teachers.

The lack of stronger independent relationships between personal orientations and satisfaction was surprising. Katzell (1964) proposed that satisfaction with a given job or occupation will vary with the values of the incumbents. Prior research has demonstrated that pre-employment expectations were significant predictors of subsequent satisfaction (e.g., Pulakos & Schmitt, 1983) and that job satisfaction was fairly stable over time (Staw & Ross, 1985). Further, it has been argued that job satisfaction is as much a function of individual dispositions as organizational or job characteristics (e.g., Blood, 1969; Schneider & Schmitt, 1986). Evidence from a study by Staw and Ross (1985) showed that situational effects (e.g., job changes) had a much weaker effect for explaining satisfaction than prior attitudes of satisfaction (dispositional effects). They suggested that personality theories of work attitudes and behaviors be developed.

Findings from the present study did not show strong support for the notion that dispositional or personality characteristics are important for satisfaction. While job satisfaction may be stable over time, work-related personality characteristics of individuals were only weakly related to the corresponding facet satisfaction of individuals. Further, once the situational effects of climate were partialled out, the contribution of personal orientations to satisfaction was

substantially reduced.

Several explanations can be proposed for the weak findings in this study. First, if the results are taken at face value, climates exert a stronger influence on satisfaction than an individual's work-related personality characteristics. On the other hand, it could be argued that the personal orientations are not the critical determinants of job satisfaction. Other personal traits, values or general dispositions (as was found by Staw and Ross, 1985) may provide more explanatory power. Finally, it is possible that complex relationships exist between characteristics of individuals and the work situation (Staw & Ross, 1985). For example, personality characteristics may be more important for explaining certain aspects of satisfaction than others. Some evidence for this was found in the present study. Significant and fairly strong independent relationships were found for the effects of personal orientations on satisfaction with hierarchy and extrinsic rewards for teachers, and for satisfaction with cooperation, warmth, growth, achievement and hierarchy for students. The findings for differential relationships between personal orientations and satisfaction for different dimensions was also found in similar study by DiMichael and Dabelstein (1947). In this latter study, commensurate dimensions of occupational values and satisfaction were investigated. In some instances, the expected correlations resulted whereas in others, significant results did not materialize. The reasons for the differential relationships found in this study (and the DiMichael and Dabelstein study) are not clear.

Moreover, it has been assumed that differences in job satisfaction among people having similar values will be associated with differences in their job features or occupations (Katzell, 1964; March & Simon, 1958). Indirect evidence for this proposition was found in the present study in that the contribution of personal orientations to satisfaction accounted for less variance when climate effects were controlled as compared to the unpartialled relationships. Thus, climates appear to be more important for explaining variations in individuals' satisfactions than are personal orientations.

The independent effect of personal orientations on performance also revealed some interesting results. For teachers, personal orientations were highly related to ratings of performance and accounted for a much larger proportion of variance relative to climates. It is possible that people with certain orientations to work are better performers. It should be noted, however, that the performance measures were teachers' self-ratings and both performance and personal orientation measures were obtained from the same individuals. Thus, there is some possibility that individuals with particular orientations tended to view themselves as better performers, but there is no theoretical or empirical evidence, that this researcher is aware of, to support such a notion.

Similarly, the results of analyses involving personal orientations for the group of students were also significant. Personal orientations produced a significant increase in the proportion of variance explained in performance when climate was controlled. Yet, the increment in the variance explained in students' performance (grades, number of

suspensions and number of discipline problems) was much less than that for teachers.

Results from the study lend some support for the notion that work-related personalities are important for explaining performance (Schneider & Schmitt, 1986) and are consistent with previous studies which used personality tests that were tailored to the work situation (e.g. Borman, et al., 1980; Mills & Bohannon, 1980). However, given the concurrent nature of data collected and the self-reported performance indices used here, a better test of the relationship would include a predictive validation design and/or more objective performance measures or supervisory ratings of performance. Future research is needed to address this issue more completely.

Finally, it has been proposed that personality-type measures may be most appropriate for predicting how well individuals will "fit in" a setting, regardless of how well they are able to perform the technical aspects of the work (Schneider, 1983b; Schneider & Schmitt, 1986). The outcome variables investigated in this study provided initial tests of this hypothesis. "Fitting in" the work environment might be viewed as feelings of adjustment, loyalty to work, commitment to the organization, active participation in the job, low feeling of stress from work and less desire to leave the organization. Evidence from the present study indicated that individuals' work-related personalities made both significant and practically important contributions to explaining these attitudinal outcomes, beyond that explained by climates alone. A very strong independent relationship between personal orientations and

adjustment to work was found, suggesting that work-related personalities may very well be most important for predicting feelings or perceptions of "fit" within an organization.

One conclusion that may be drawn on the basis of the personal orientation-outcome findings is that individuals' personal characteristics or dispositions are useful for explaining individuals' attitudes and behaviors at work. Results support the previously espoused notion that personal attributes may be quite useful for understanding individuals' responses in organizations when studied in a systematic fashion (Aronoff & Wilson, 1985; Weiss & Adler, 1984). Personality indices that are tailored to the job (Schneider, 1983b; Schneider & Schmitt, 1986) can be used to explain commitment, involvement, stress, adjustment, turnover intentions, absenteeism and performance, above and beyond that explained by climate perceptions of the work environment. Satisfaction, however, was not consistently related to personal orientations and was better explained by climates.

Relationships between Outcomes and Specific Dimensions

At a more refined level, it is informative to determine which particular dimensions of climates and personal orientations were related to which outcome measures. The examination of these relationships was exploratory in nature.

The regression results for the significance of individual dimensions were presented previously in Table 3-13 for teachers and Table 3-26 for students, and the actual beta weights are contained in Appendices Z and AA. Since the group of teachers represented the only

employees, in the pure sense, in this study, the description of the importance of the individual climate and personal orientation dimensions focusses primarily on the teacher sample.

Several interesting results were found between teachers' outcomes and the specific dimensions representing school climates and individuals' personal orientations. Teachers' attitudinal commitment was most related to participative, warm and achievement-oriented climates and to participative and warm personal orientations. The variance in commitment when it was defined as calculative involvement (i.e., in terms of the perceived utility in continued participation) was due to the climate dimensions of cooperation and warmth and a warm personal orientation. Thus, a climate in which social interactions and achievement are emphasized coupled with a personal orientation for social interaction related to employee commitment. Similar results were reported by Buchanon (1974) for the effects of social interactions and norms regarding hard work in the organizational environment and by Steers (1977) for higher order needs.

With respect to teachers' involvement and participation in work activities, climates and personal orientations characterized primarily by cooperation, warmth, growth, autonomy and achievement were most important. Of particular interest was the finding that the growth orientation of the school climate and the personal achievement orientation were related to the number of clubs or activities teachers sponsored. Also, the climates described as autonomous and achievement oriented and the personal orientations of growth and acheivement were

important for predicting the number of hours the teacher worked beyond what was required by the job. Again, the importance of social features in the work environment and people as well as achievement or personal growth were found to be important for explaining employees behavior. These findings are consistent with those reviewed by Rabinowitz and Hall (1977) in that both personal characteristics and situational characteristics were shown to be important for job involvement.

Withdrawal behaviors and attitudes were also related to several dimensions. Intentions to turnover were explained most by warm climate descriptions and by individuals' participative and achievement orientations. Several climate dimensions were related to the two absenteeism indices (total number of days absent and number of days absent when not ill). Particularly interesting findings were found for the climate dimensions of cooperation and warmth which were related to both absenteeism measures. In addition, climates described as hierarchically-oriented and structured were negatively related to total absences. These findings parallel those of Seashore and Bowers (1963) who found that when particpation in decision making among workers and a supportive environment were introduced in field experimental groups, absenteeism decreased compared to the previously existing "authoritatively" controlled groups. Further, only the personal orientation of autonomy was signficantly related to the number of days absent when not ill. Climates seemed to be somewhat more important than personal orientations for explaining absenteeism, but the magnitude of the result for an autonomous orientation was fairly large.

Feelings of adjustment to work were also explained by warm climates. Personal orientations had a stronger relationship to adjustment than climates and the variance accounted for was due to social (cooperation and warmth) and growth-related (growth, innovation and achievement) orientations. Finally, the significant portion of variance accounted for in performance was due to personal orientations, with the dimensions of growth, innovation, hierarchy and structure explaining the most of the variance.

For the sample of students, a large number of climate and personal orientation dimensions were related to students' behaviors and attitudes. Generally, the dimensions which could be considered as representative of social features or interactions and acheivement or growth were consistently found to relate to student outcomes.

Overall, the results highlighted the importance of interpersonal and social interactions within work environments as well as the importance of climates which allow for acheivement, personal growth and development. Interestingly, the significant personal orientation dimensions were similar to the significant climate dimensions.

A striking similarity between the descriptive findings of this study and the theories espoused years ago by Alderfer (1972) and McGregor (1960) is apparent. Alderfer proposed that individuals have several sets of needs, among them are relatedness needs and growth needs. Relatedness needs concern how people relate to their surrounding social environments and include the needs for meaningful social and interpersonal relationships. Growth needs include needs to seek

opportunities for unique personal development, self-esteem and self-actualization. Results from this study support the importance of these two sets of personal characteristics and the corresponding work environments for understanding individuals' behaviors and attitudes at work.

Similarly, McGregor's (1960) descriptions of Theory X and Theory Y embody a set of beliefs about human nature and assume organizations can be described as embodying Theory X or Theory Y assumptions. In brief, Theory X managers believe that the behavior of subordinates must be modified, controlled and directed (similar to the Hierarchy and Structure dimensions in this study). The description of Theory Y beliefs and practices assumes that individuals are industrious, responsible and seek challenge. Theory Y organizations are seen as creating helping and achievement environments. Interestingly, the results from this study support the use Theory Y type climates in that growth and achievement climates were consistently related to work responses in the expected direction. In cases where significant results were obtained for the hierarchy climate dimension, they were negatively related to individual outcomes.

The implication drawn from this set of findings is that social and growth/achievement factors are critical for enhancing individuals' satisfaction, adjustment and effectiveness in organizations. In recent years, research related to these factors has waned. Perhaps a resurgence of interest and research in defining relationships between individuals' behaviors/attitudes at work and social and growth climates

and personalities would prove fruitful for understanding behavior at work and for enhancing individuals' effectiveness.

Investigation of Climate-Person Congruence

The notion that individuals must be congruent with their work environments in order to be satisfied, committed and effective organizatonal members has long been recognized in many research domains. The present study attempted to alleviate problems in past research by using a commensurate model, with multiple dimensions, using job-relavant personality measures, and a variety of outcome measures. Findings related to the congruence notion were disappointing.

The interaction between climates and personal orientations did not account for a significant proportion of variance in explaining outcomes, beyond that explained by the main effects of climates and personal orientations. The number of significant findings for interactions did not exceed the experiment-wise error rate, and thus were most likely change occurences. While a moderated regression approach has not been employed previously for investigating climate-person interaction, person-situation interactions are rarely found in field research (Schneider, 1978; Terborg, 1981). Thus, findings from this study are not unlike others which used similar statistical procedures for investigating person-situation interactions. Several statistical, conceptual and methodological explanations can be offered for the non-significant findings.

The first issue relates to potential statistical problems in the present study. The presence of an interaction or of main effects

depends on the heterogeneity of both the person factor and the situation factor. Although the variance of the climate and personal orientation measures used here were not especially large, they were sufficiently large for detecting main effects, and hence should have been large enough to detect interactions if they existed. However, a few of the personal orientation and climate measures had less than desirable reliability. The ability to detect interactions is seriously affected by lack of reliability; that is, reliability in the interacting variables (Cohen & Cohen, 1975). Thus, it is possible that the failure to find significant interactions may have been due, in part, to unreliability in the measures.

In addition to the statistical explanation for the lack of significant findings, conceptual and methodological issues arise. At the conceptual level, based on Lewin's (1951) original formulation, behavior is viewed as a function of personal characteristics and situation or environmental characteristics, $B = f(P, E)$. This formula, however, did not specify the particular manner in which person and environment combined to affect behavior (Terborg, 1981). Roberts, et al. (1978), elaborated Lewin's framework to include a specific form of interaction. This latter formula specified that responses (including behavior and attitudes) are a function of characteristics of the responding unit, environmental characterisitcs, and the interaction between unit and environment characteristics in the multiplicative sense, $R = f(U, E, U \times E)$. Roberts', et al. (1978) formula was adopted as the guiding framework in this study.

Congruence was defined through a multiplicative interaction term (the cross-product of climate and personal orientation scores) in a moderated regression procedure. This procedure implies nonlinear person and situation effects such that correlations between the climates and outcomes and between the personal orientations and outcomes vary significantly as a function of their interaction term. The moderated regression procedure has been advocated as the most appropriate for detecting and examining the strength of interactions (Stone and Hollenbeck, 1984). Yet, the results did not support the use of cross-product, or multiplicative, interaction for explaining individuals' responses in organizations. Rather, individuals' behaviors and attitudes were explained by the main effects for climate and personal orientations and support Lewin's basic proposition. Outcomes were a joint function of both the organizational climates (environment) and the person orientations (person), but not their interaction.

Therefore, it is likely that defining congruence through multiplicative interactions is not conceptually appropriate. This multiplicative definition may unnecessarily restrict the notion that behavior is a joint and nonlinear function of person characteristics and situation characteristics (Schneider, 1983a; Terborg, 1981). Alternate definitions of interactions have been described (e.g. Joyce, Slocum & VonGlinow, 1982; Pervin & Lewis, 1978; Terborg, 1981) which may better explain the organization climate-personal orientation effects found in the present study.

Three models of congruence were described by Joyce, et al. (1982):

a) effect congruence in which cumulative adding of person and environment characteristics improves explained variance; b) general congruence in which matching of personal and environmental characteristics improves predictions; and c) functional congruence in which person characteristics have effects over and beyond any interaction. These authors further indicated that different variables (e.g. satisfaction, performance) were explained by different models.

The effect congruence model, or what Terborg (1981) refers to as additive interaction (the third model in Figure 1-1), seems to be the best post hoc explanation for the results obtained in this study. In additive interaction, two or more person and situation factors make independent and linear contributions to a dependent variable. The interaction is viewed as a joint additive relationship. It should be noted that the effect congruence model does not define congruence in terms of "match" as was done here, but as a joint function of two or more variables. Results from this study support an effect congruence or additive interaction model. Both climates and personal orientations, when jointly investigated, improved the proportion of variance explained in outcomes and can be viewed as overlapping determiners of individuals' behaviors and attitudes. In short, viewing climate and person variables as additive joint determiners of outcomes provides a useful model for explaining the results, whereas a model which uses multiplicative interactions (see Figure 14 and #4 in Figure 11) to define congruence, as originally hypothesized, may not be appropriate.

The failure to find support for the effect of climate-person

interactions was also surprising given support for the congruence notion in other research domains, such as career or vocational psychology, social and personality psychology, and educational psychology. However, methodological differences, and in some cases weaknesses, in prior studies may account for the differences in findings between the previous studies and the current one.

Studies which have investigated the differential effects of person-environment fit have generally not been well designed (Payne & Pugh, 1976). Three types of prototypical studies are used to illustrate this point. First, most research investigating Holland's theory of careers employed the following procedure. Individuals are first classified as congruent or incongruent based on similarity of person and environment measures and then the classification scores are compared to or correlated with criterion measures (Spokane, 1985). Mount and Muchinsky (1978), for example, found satisfaction was higher for congruent subjects than for incongruent subjects. However, Mount and Muchinsky also noted that although significant differences in satisfaction between congruent and incongruent subjects were found, the percentage of variance accounted for in the study was not appreciably higher than that in studies using personality measures alone. This may be due to the fact that the classfication of subjects as congruent or incongruent does not control for the main effects of the person or the environment. In a sense, such a procedure would be like using interaction terms without controlling for the main effects.

In a similar vein, Pervin (1967) used discrepancy or difference

scores to examine congruence between college climates as defined by others and self-ratings of personality on the same dimensions. Discrepancy scores were significantly correlated with satisfaction, and he suggested that discrepancy scores were better related to the criterion variables than simple relations between the climate and self-ratings. However, the use of discrepancy scores can be misleading and suggestions have been made to use raw scores and part or partial correlations, rather than discrepancy scores, to explore relationships and interactions (Wall & Payne, 1973).

A third methodology that has been employed for assessing interactions involves a subgrouping method. A study by Friedlander and Marguiles (1969) which investigated interactions between individuals' values and climates on satisfaction typifies this approach. In this study subjects were separated into two groups -- those who placed high values and those who placed low values on satisfaction dimensions. Results indicated that subjects with different values had greater satisfaction in different types of climates. Thus, the results seemingly supported the interaction between personality and environmental variables. However, Stone and Hollenbeck (1984) have demonstrated in a Monte Carlo simulation that the moderated regression analytic procedure is better suited to the detection of statistical interactions and improves the accuracy with which scores on one variable can be predicted on the basis of knowledge of scores on other variables. As an additional note, another drawback of the Friedlander and Marguiles study was that the measures of values, climates and satisfaction were

obtained from the same individuals. While this procedure is commonly used in congruence research, it may result in inflated relationships due to response bias.

Due to the methodological procedures employed in previous studies (e.g. matching scores, discrepancy scores, subgrouping, and percept-percept measurement), it has been difficult to determine if the results were related to the interaction of person and environment, to the person alone, or to his or her perceptions of the environment (Payne & Pugh, 1976). Use of the moderated regression analytic procedure allowed for assessment of the relative importances of each effect (climate, personal orientation, and interaction) in this study. Perhaps if data from previous studies were reanalyzed using the moderated regression procedure, results would have been similar to those obtained from this study -- significant main effects for both climate and person, but no significant interactions.

In essence, if the moderated regression approach is taken as the most appropriate for detecting interactions, then results from this study seem to indicate that congruence (in the multiplicative interaction sense) does not significantly contribute to our understanding of individuals' behaviors and attitudes at work. Whether or not previous studies would have continued to show congruence effects if a moderated regression approach were used is not known. It is conceivable, however, that significant main effects, and not significant interactions, would have emerged. Nevertheless, in hindsight, the results from this study do support an additive interactional model in

which climates and personal orientations jointly determine outcomes.

An additional explanation for the lack of significant interaction effects can be offered. Although careful attention was paid to the selection of climate/personal orientation dimensions (based on reviews of climate, education and school literature), the possibility remains that the dimensions chosen were inappropriate. We lack a satisfactory classification of situations and do not have a systematic approach for conceptualizing the domains of situations (Fredriksen, 1972; Terborg, 1981). Such a taxonomy for climates would greatly aid research in this area. Similarly, it is possible that personal orientations are not the appropriate person constructs for evaluating congruence effects. For example, congruence effects have been obtained in other studies in which the person variables assessed were values (e.g. Schaffer, 1953) or standardized personality tests such as the TAT (e.g. Andrews, 1967). But, methodological problems, such as response bias, may limit conclusions drawn from these studies. Only future research, using satisfactory methodologies, can elucidate which environmental and person variables are appropriate for evaluating congruence. Nevertheless, because a broad range of climate/personal orientations were investigated and these dimensions were similar to those used in prior studies, it is believed that the dimensions in this study were appropriate for examining climate-person congruence. Thus, if the results are taken at face value, climates and peronal orientations jointly, but not interactively, explain work outcomes.

Finally, a word is in order regarding levels of analyses in

congruence research. A major contribution of this study was the joint investigation of climates, personal orientations and their interaction using a truly cross-level perspective. At the organizational level, organizational climates were used, and at the individual level, personal orientations were used. In this manner, the effects of congruence between an organizational level "environment" variable and an individual level "person" variable could be examined. Previous studies have examined the relationships of either individuals' perceptions of situations and individuals' personal characteristics or group level measures of both environment and person. Not only did this procedure allow for examination of cross-level relationships, but the problems associated with individual level response bias were minimized.

As noted above, the regression procedures did not indicate that interactions between organizational climtes and individuals' personal orientations accounted for significant increments in the proportion of variance explained in outcomes. Yet, another way to evaluate whether congruence exists between climate and personal orientations would be to examine the correlations between the commensurate climate and personal orientation dimensions. That is, if the correlations between corresponding organizational climate and individual personal orientations are high, then it could be argued that a person with a particular personal orientation is most likely to be found in a similar climate. This argument falls along the lines of Schneider's (1983b) selection-attraction-attrition (SAA) notion that individuals within a particular climate will be homogeneous.

When aggregated school level climates were correlated with aggregated school-wide personal orientations, stronger relationships emerged for commensurate climate and personal orientation dimensions. These latter findings are consistent with other studies investigating relationships between personality and perceived environments at the group or organizational level (e.g. Astin, 1964; Stern, 1970). Thus, at the school level, aggregates of individuals in particular schools tended to share common personal orientations and relevant climates. An ecological distribution of personal orientation types among school seemed to be demonstrated such that groups of individuals characterized by particular personal orientations were found in schools with appropriate climates. The correlational results between personal orientations and climates provide some indication for congruence at the school level.

At the organizational level, then, these results seemingly lend some support to Schneider's (1983b) SAA notion. However, implicit in the SAA perspective is that individuals select and choose to join organizations which are consistent with their personal characteristics. If one considers that students do not have the freedom of choice in selecting organizations that employees do, these results suggest that students mold to the school climate, rather than choose schools to be consistent with their personalities.

Summary. Congruence between climates and personal orientations, as originally hypothesized, did not significantly effect individuals' behaviors and attitudes. These results run counter to congruence

research in other domains. It was argued that the superior methodological and statistical procedures used in this study may have accounted for differences in findings between this study and previous ones. However, climates and personal orientations (but not their interaction) were important for explaining variations in individuals' outcomes. Post hoc, these results support an additive interaction model in which climates and personal orientations are joint additive determiners of outcomes.

Multi-Echelon Relationships

The multi-echelon hypothesis was predicated on the assumption that similar patterns of relationships among variables would exist for individuals from two hierarchical positions within the organization. The relationship of the outcome variables with the climate and personal orientation variables for teachers was believed to be similar to those of students.

Findings from the study were not supportive of the multi-echelon hypothesis. The overall relationships among constructs for teachers and students were different from one another. At a more refined level of statistical analysis, results indicated that nearly every one of the outcome variables was governed by a different relationship among climates and personal orientations between teachers and students.

A clear explanation for the significant findings is difficult, but there are some possibilities. First, examination of the correlations between teachers' and students' climate perceptions indicated that they tended to agree on the climates of the school. In

contrast, there was little relationship between teachers' and students' personal orientations. Thus, groups of teachers and students within schools do not seem to share similar work-related personalities. This finding is not surprising given the nature of individuals' self-selection into the schools. Students have little choice as to the school they attend, whereas the teachers, even if they do not have much choice as to the particular school in which they teach, have selected themselves into teaching careers. If one accepts Holland's career theory, then these teachers will have personalities that are more similar to other teachers than to people in other professions. On the other hand, students may have a wide range of personality types since their "job" as a student is not a career. The implication of this is that differences in personality-types between teachers and students may have contributed to the findings that the amounts of explanatory power of climates and personal orientations differed between the two groups.

In addition, a study by Schneider and Snyder (1975) is relevant to the present findings. Results from the Schneider and Snyder study indicated that climate and satisfaction measures were more highly correlated for people in some positions in organizations than for people in other positions. They suggested that the lack of consistent relationships between organizational climates and satifactions for people in different hierarchical positions may indicate that for some, satisfaction may be tied to other elements of the organization, not measured in the study. The same may hold true for this study. It is reasonable to assume that additional climate or personal orientation

dimensions, or other organizational and personal characteristics could be more important for some groups (either teachers or students).

Studies which have investigated climate-outcome or person-outcome relationships among different organizational groups are relatively scarce (notable exceptions are Joyce & Slocum, 1984; Schneider & Snyder, 1975; Stern, 1970). Given the findings from this study and others, research directed at examining differential relationships among groups may be important for gaining a better understanding of how work characteristics and personal characteristics influence individuals' work responses.

Limitations of the Study

There are important limitations to this research that should be considered in drawing conclusions from this data. First, a word of caution is in order with respect to assigning causality in the relationships. Despite the fact that outcomes were viewed as dependent variables which could be predicted by both organizational climates and personal orientations, the concurrent collection of the measures did not allow for determining causality. Theorists (e.g., Payne & Pugh, 1976; Schnieder, 1983a) have suggested that causality probably occurs in both directions between climates and individual characteristics, including personality, satisfaction and needs. It is equally likely that individuals' attitudes, such as commitment or feelings of adjustment, may influence climates and the orientations to work. Most researchers, however, adhere to the notion that individual-environment compatibility enhances behaviors and attitudes (Aronoff & Wilson, 1985; Payne & Pugh,

1976). Time series designs and longitudinal studies seem to be a logical next step in order to determine the direction of relationships between individuals' attitudes/behaviors and work environments and personal characteristics.

In addition, the generalizability of the results of this study may be limited due to the nature and characteristics of the samples. Given the large sample sizes, it is probable that the regression weights would remain stable in future samples of secondary school teachers and students. However, it is quite possible that the pattern and magnitiude of relationships between climates, orientations, and outcomes would differ for people not employed in educational settings.

Another limitation of this study is also related to the fact that only individuals from educational institutions were used as respondents. The range of values for the climate (and/or personal orientation) dimensions may have been restricted. Although significant variations in climates across schools were found, the climates of educational institutions may be more similar to each other than to other types of industries. For example, the climates were not generally described as being hierarchical or structured, but other types of organizations may be described as such. It has been argued that failure to obtain significance of interaction terms in work organizations can be attributed to the fact that the extremes of person and situations rarely exist together. The absence of extremes mitigates against the possibility for finding signficance of multiplicative or algebraic interactions (Schneider, 1983a, Terborg, 1981). Examination of a wider

variety of industrial settings within a single study may produce greater variations in the climates and personal orientations and hence, may result in stronger observed relationships, or significant interactions.

Although the climate and personal orientation measures were obtained from different individuals, the possibility for response bias remains in personal orientation-outcome relationships. However, if response bias or a response set was strongly operating, one would have expected the magnitude of the correlations between the personal orientations and each outcome to be similar. This was not found; the magnitude of the multiple correlations between personal orientations and outcomes varied as a function of the outcome investigated and ranged from .09 to .50. In order to evaluate the effects of and reduce the potential for response bias, research is needed in which more objective or non self-reported outcome measures (such as objective performance or supervisory ratings) and/or personal orientations (such as consensus ratings by others) are used.

A related issue pertains to the validity of the measures used. Observations of the number of hours people worked, interviews with superiors and peers and examination of personnel records are needed to verify the self-report information of involvement. Similarly, objective performance indices or supervisory ratings could be used to validate self-rated performance and personnel records could verify absenteeism. The climate and personal orientation surveys used were based on previously developed measures, but were designed specifically for the study samples. Comparison of the climate measures used here to other

climate surveys and to more objective climate indices would provide evidence for the validity of the climate constructs. The construct validity of the personal orientation measures could be better established by using a multi-method multi-trait strategy and assessing convergent and divergent validities.

Implications and Future Research

Alternative definitions of interactions should be specified a priori and subsequently investigated. Schneider (1983a) and Terborg (1981) have argued that algebraic or multiplicative interactions are but one way to view interactions. In addition to additive interactions described previously, Schnieder (1983a) went on to suggest two different characterizations of interactions (based on Pervin & Lewis, 1978) that may best capture the essence of the interactionist perspective: interdependent interaction and reciprocal action-transaction (dynamic) interaction. Interdependent interaction involves independent measurement of person and situation variables, but the effects of these variables can only be understood in relation to one another. That is, a change in the status on one variable may have varying consequences for the other variables. It would be useful to evaluate the interdependence of situational and personal characteristics. For example, the addition of new organizational members to a work group who have personal characteristics different from those of incumbents may change the climate of that work group. Alternately, it may be that when a person enters a new climate, orientations to work may change, to some degree, in order to be compatible with the climate.

Related to this type of interaction is the notion of dynamic interaction or reciprocal action-transaction. This type of interaction adds a time component and implies that a causative variable may also be affected by the very process of having an effect. Investigation of dynamic interactions, over time, between person and situation characteristics and their relationship to work outcomes is important if we are to fully understand the nature of these constructs and their effects.

Moreover, changes in congruence may occur rapidly. When congruence is measured at a single point in time, valuable data may be lost. When an individual feels incongruent, a change in preference may occur quickly, whereas a change in environment or climates may occur more slowly. If one assumes that few people intentionally make incongruent choices, population base rates of incongruence are probably low. Thus, static designs may not locate truly incongruent individuals or capture such individuals at peak periods of incongruence (Spokane, 1985). Future research may be able to better identify congruence effects if longitudinal designs are used. More specifically, it may be fruitful to measure individuals' characteristics prior to entering organizations and track their personal characteristics in relation to the climates of the organization over time. The effects of incongruence (or congruence) may be observed if individuals enter organizations which are not compatible with their personalities. Such individuals may either change their personal orientations, perform poorly, have negative work attitudes or leave the organization. Research which investigates these notions has

not been conducted.

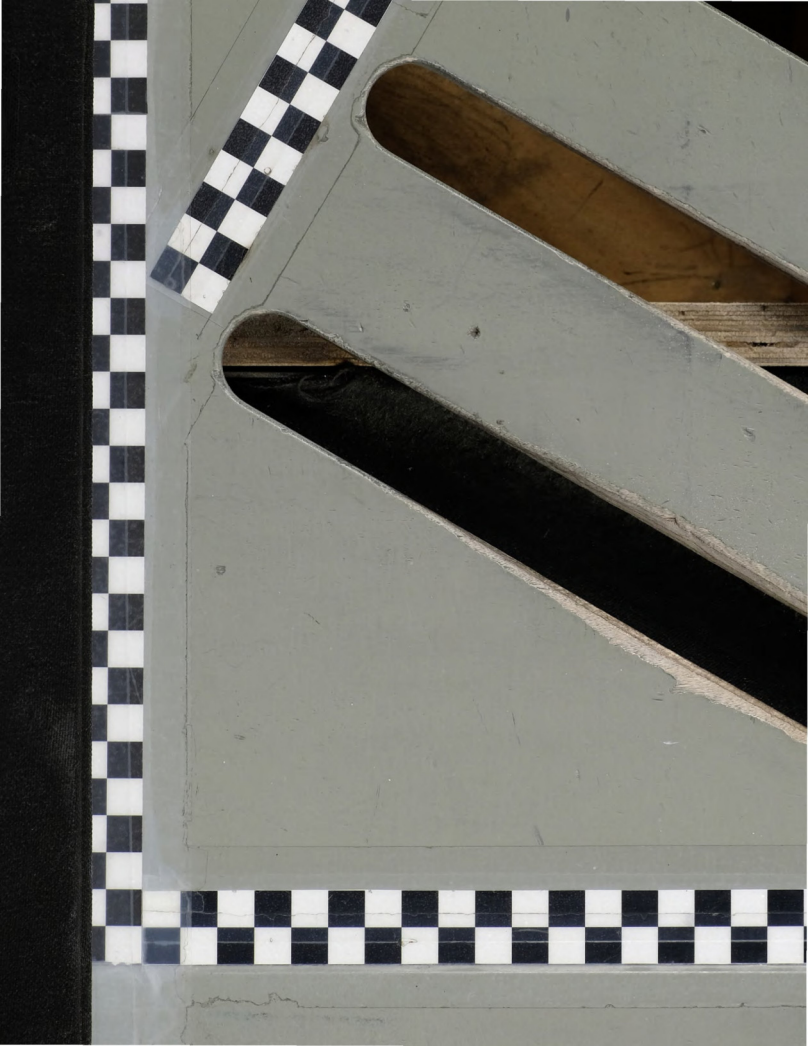
In addition, as noted previously, levels of analysis issues (Roberts, et al., 1978) should be considered in person-situation interactional research. Some evidence suggests (cf. Payne & Pugh, 1976; Stern, 1970) that congruence may be a more useful perspective at higher levels of analysis (ie., group or organization). Studies which include a range of different types of organizations and compare findings across organizations may reveal stronger relationships for the effect of climate-person interactions on organizational outcomes. If we are to fully understand person-situation relationships, clear distinctions among levels of analysis are needed. Is congruence an organizational level, group level or individual phenomena? Do different relationships occur at different organizational levels? This study and others (e.g., Schneider & Snyder, 1975) have shown different relationships for different hierarchical positions. Research is needed to elucidate the appropriate level of analysis for the congruence perspective and to determine if the congruence notion is more appropriate for some organizational levels, for some groups, or for some specific dimensions, and not others.

Findings from studies which jointly investigate person and situation characteristics may have important implications for socialization and selection of organizational members. Knowledge of personal orientations and their relationship to work outcomes may aid in socializing people appropriately to the work environment. Socialization tatics could be designed which accomodate different orientations for

work or which attempt to overcome orientations which hinder effective adjustment to work.

In selection, we are able to identify people with skills and abilities that match job requirements. Results from this study suggest that we should also pay attention to individuals' work-related personalities. In addition to skills and abilities, personal orientations to work may be important for understanding and enhancing individuals attitudes and behaviors at work. In the past, we have rarely focused explicitly on personality-type characteristics in selection or on how well individuals' personality-type characteristics will affect their feelings of adjustment to work, attitudes, and behavior. Predictive validation studies which include task-related (skill and ability tests) as well as personal orientation measures should enhance our ability to predict not only better performers, but people who will be more committed, adjusted and less likely to withdrawal from work, all of which are desirable from both the individuals' and the organizations' point of view.

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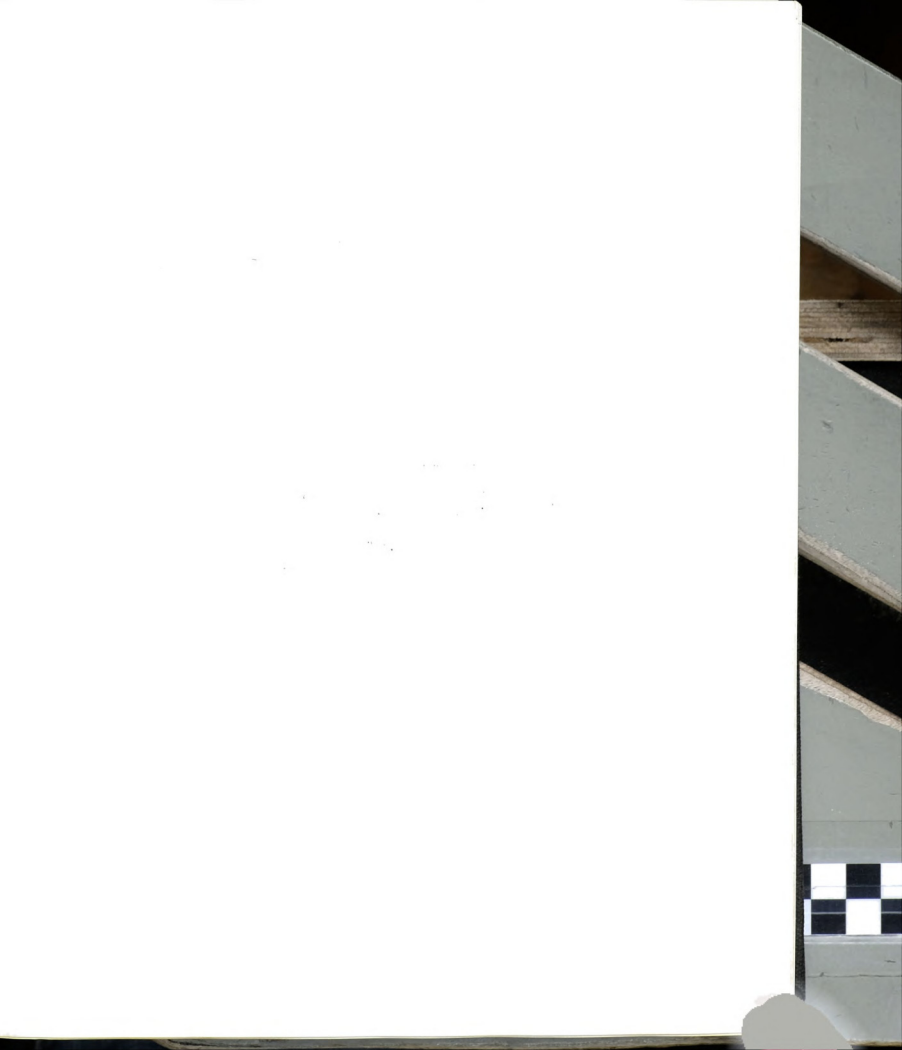


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THE EFFECTS OF CLIMATE-PERSON CONGRUENCE ON INDIVIDUAL BEHAVIORS AND ATTITUDES IN ORGANIZATIONS

VOLUME II

By

Cheri Lee Ostroff

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Psychology

1987

APPENDIX A

TEACHER BACKGROUND INFORMATION

TEACHER BACKGROUND INFORMATION

1. How many years have you been a teacher?

0.	less than 1	5.	5 years, but less than 8
1.	1 year, but less than 2	6	8 years, but less than 10
2.	2 years, but less than 3	7.	10 years, but less than 15
3.	3 years, but less than 4	8.	15 years, but less than 20
4.	4 years, but less than 5	9.	20 or more years

2. How many years have you been a teacher at this school?

0.	less than 1	5.	5 years, but less than 8
1.	1 year, but less than 2	6.	8 years, but less than 10
2.	2 years, but less than 3	7.	10 years, but less than 15
3.	3 years, but less than 4	8.	15 years, but less than 20
4.	4 years, but less than 5	9.	20 or more years

3. What is your sex?

0. Female
1. Male

4. What is your race?

0. American Indian
1. Asian American
2. Black
3. Hispanic
4. White
5. Other

APPENDIX B

STUDENT BACKGROUND INFORMATION

STUDENT BACKGROUND INFORMATION

1. What is your age?

0. 10
1. 11
2. 12
3. 13
4. 14
5. 15
6. 16
7. 17
8. 18
9. 19 or older

2. How many years have you been attending this school?

0. This is my first year
1. This is my second year
2. This is my third year
3. This is my fourth year
4. This is my fifth year
5. This is my sixth year
6. This is my seventh or more year

3. Do you have the same teacher for all of your classes?

0. Yes, same teacher for all classes
1. No, different teachers for different classes

4. Do you plan to attend college?

0. Yes
1. No

5. What is your sex?

0. Female
1. Male

6. What grade are you in?

0. 5th
1. 6th
2. 7th
3. 8th
4. 9th
5. 10th
6. 11th
7. 12th

7. What is your race?

0. American Indian
1. Asian American
2. Black
3. Hispanic
4. White
5. Other

APPENDIX C

TEACHER QUESTIONNAIRES

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

TEACHER PACKET #1

CASE FIELD STUDY I

FEBRUARY 17 - MARCH 13, 1987

COMPREHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS

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TEACHER FORM 1
Directions

his survey has a number of statements that describe situations found in many chools. Most of these statements will describe your school, but some may not it your school. For those that do not, mark the "don't know" answer.

lease mark your answers on the separate answer sheet. Use only a No. 2 pencil.

ark only one answer for each statement. Choose the answer that you think most eople in your school and community would pick. Use the following scale for our answers.

0 = Most people would strongly disagree with this statement.
1 = Most people would disagree with this statement.
2 = Most people would neither agree nor disagree with this statement.
3 = Most people would agree with this statement.
4 = Most people would strongly agree with this statement.
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

TEACHER-STUDENT RELATIONSHIPS

1. Teachers in this school like their students.
2. Teachers in this school are on the side of their students.
3. Teachers give students the grades they deserve.
4. Teachers help students to be friendly and kind to each other.
5. Teachers treat each student as an individual.
6. Teachers are willing to help students.
7. Teachers are patient when a student has trouble learning.
8. Teachers make extra efforts to help students.
9. Teachers understand and meet the needs of each student.
0. Teachers praise students more often than they scold them.
1. Teachers are fair to students.
2. Teachers explain carefully so that students can get their work done.

SECURITY AND MAINTENANCE

i. Students usually feel safe in the school building.
. Teachers and other workers feel safe in the building before and after school.
. People are not afraid to come to school for meetings and programs in the evening.
. Classrooms are usually clean and neat.
. The school building is kept clean and neat.
. The school building is kept in good repair.
. The school grounds are neat and attractive.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree
5 = Don't know

ADMINISTRATION (Principal, Assistant Principal, etc.)

20. The administrators in this school listen to student ideas.
21. The administrators in this school talk often with teachers and parents.
22. The administrators in this school set high standards and let teachers, students, and parents know what these standards are.
23. Administrators set a good example by working hard themselves.
24. The administrators in this school are willing to hear student complaints and opinions.
25. Teachers and students help to decide what happens in this school.

STUDENT ACADEMIC ORIENTATION

26. Students here understand why they are in school.
27. In this school, students are interested in learning new things.
28. Students in this school have fun but also work hard on their studies.
29. Students work hard to complete their school assignments.

STUDENT BEHAVIORAL VALUES

30. If one student makes fun of someone, other students do not join in.
31. Students in this school are well-behaved even when the teachers are not watching them.
32. Most students would do their work even if the teacher stepped out of the classroom.

GUIDANCE

33. Teachers or counselors encourage students to think about their future.
34. Teachers or counselors help students plan for future classes and for future jobs.
35. Teachers or counselors help students with personal problems.
36. Students in this school can get help and advice from teachers or counselors.

STUDENT-PEER RELATIONSHIPS

37. Students care about each other.
38. Students respect each other.
39. Students want to be friends with one another.
40. Students have a sense of belonging in this school.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree
5 = Don't know

PARENT AND COMMUNITY-SCHOOL RELATIONSHIPS

41. Parents and members of the community attend school meetings and other activities.
42. Most people in the community help the school in one way or another.
43. Community attendance at school meetings and programs is good.
44. Community groups honor student achievement in learning, music, plays and sports.

INSTRUCTIONAL MANAGEMENT

45. There is a clear set of rules for students to follow in this school.
46. Taking attendance and other tasks do not interfere with classroom teaching.
47. Teachers spend almost all classroom time in learning activities.
48. Students in this school usually have assigned school work to do.
49. Most classroom time is spent talking about class work or assignments.
50. Teachers use class time to help students learn assigned work.
51. Outside interruptions of the classroom are few.

STUDENT ACTIVITIES

52. Students are able to take part in school activities in which they are interested.
53. Students can be in sports, music, and plays even if they are not very talented.
54. Students are comfortable staying after school for activities such as sports and music.
55. Students can take part in sports and other school activities even if their families cannot afford it.

Use the scale below to respond to the following items about your school.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = Don't know

56. There is a feeling of pressure among teachers in this school to continually improve our performance.

57. The school administrator sets challenging goals for teachers and staff.

58. The standards in this school do not usually demand the maximum effort of every teacher.

59. Our philosophy emphasizes commitment and loyalty to the school.
60. Our philosophy emphasizes that people should solve problems by themselves.

61. Our school administrators frown upon checking everything with them; if you think you've got the right approach, you just go ahead.

62. Teachers are given considerable freedom in developing their curricula and instructional programs.

63. There is a lot of warmth in the relationships between administrators and teachers/staff in this school.

64. There is a sense of "family" among teachers in this school.

65. Teachers provide and utilize the assistance of other teachers regarding instructional matters.

66. Teachers give and seek the advice of other teachers regarding instructional matters and student problems.

67. Teachers jointly plan instructional activities and lessons.

68. Teachers depend on other faculty for help in instructing all students successfully.

69. The principal or administrator has established procedures that involve faculty and staff members in decision-making processes.

70. There can be little action taken here until a supervisor approves a decision.

71. A person who wants to make his/her own decisions would be quickly discouraged here.

72. Even small matters have to be referred to someone higher up for a final answer.

73. Teachers have to ask their superior before they can do almost anything.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree
5 = Don't know

. Any decision a teacher makes has to have the superior's approval.

. The principal regularly conducts scheduled classroom observations.

. Instructional objectives for students have been established and coordinated in the school curriculum.

. Procedures to maximize instructional time have been established.

Teachers strictly follow all rules and procedures in this school.

Teachers use only established methods for instruction and for solving student problems.

A school-wide discipline plan has been adopted and enforced.

Teachers are encouraged to improve their teaching and instructional skills.

Teacher in-service and development programs are a regular part of our school activities.

Teachers are given opportunities to observe other faculty teaching in order to improve their own skills.

Teachers are encouraged and supported for taking outside courses or participating in outside programs regarding teacher effectiveness and skill development.

Teacher pay increases and rewards are based on the quality of teaching performed.

Pay increases are based primarily on factors <u>other</u> than teaching quality, such as tenure.

Pay and rewards are based on the amount of time teachers spend working on school activities.

Teachers are rewarded and given pay increases for the amount of effort or how hard they try to be good teachers.

Teachers frequently participate in the decision to hire new staff.

Teachers frequently participate in decisions on the promotion of any of the professional staff.

Teachers frequently participate in decisions on the adoption of new policies.

Teachers frequently participate in decisions on the adoption of new programs.

the next set of items, use the scale below to indicate the extent to which of the following are used to reward teachers:

0 = A great deal
1 = Quite a bit
2 = Somewhat
3 = Very little
4 = Not at all

Pay increases

Better teaching assignments

Promotional opportunities

Better classrooms

More resources or funds available

Praise from others

Formal recognition or awards

e continue marking your responses on the answer sheet beginning with No.

ituations described in the items of this section of the survey involve udes, skills, and feelings that you may have encountered when introducing rograms. Please read carefully the set of instructions at the beginning of subsection. Some items may not relate to your situation. They are ded because of their importance to people with responsibilities that are rent from yours. When they are not relevant to you, skip the item. We ask ou use this response as seldom as possible, however.

e following scale in making responses to the first set of questions in ection. If a statement does not apply, skip that item.

0 = Very often
1 = Quite often
2 = Sometimes
3 = Seldom
4 = Never

e take time to hear what people feel is needed before introducing change.

e try to identify the needs of our youth.

e seek the reaction of those we serve to a proposed new program.

e adapt programs to meet our particular situation.

e evaluate our progress toward clearly defined goals.

r group allows flexibility in the scheduling of a new program.

0 = Very often
1 = Quite often
2 = Sometimes
3 = Seldom
4 = Never

We stimulate an awareness of the urgent needs of youth.

We evaluate the impact of our programs.

I hear enthusiastic comments about our programs from the people we serve.

ne next set of questions, use the following scale. If a statement <u>does</u>
<u>pply</u> - skip that item.

0 = Strongly agree
1 = Agree
2 = Undecided
3 = Disagree
4 = Strongly disagree

he group I work with knows how to introduce changes effectively.

e have considerable freedom to try out new ideas.

onsiderable tension exists between our administrators and our faculty.

eople in our school talk a lot about changing the way things are
one.

r administrators are committed to improving the way our school goes about
s work.

ne group I work with faces its problems head-on.

e making of independent decisions is highly valued here.

ER YOUR ANSWER SHEET AND MAKE THE REMAINDER OF YOUR RESPONSES ON THE
SIDE IN THE APPROPRIATE SPACE.

have power struggles that hinder our work.

ere are strong pressures on our school to change the way things are done.

administrators participate actively in the change efforts of our
hool.

school is highly respected in the community.

group has freedom to innovate even when funding is involved.

have conflicts over values that hinder our work.

0 = Strongly agree
1 = Agree
2 = Undecided
3 = Disagree
4 = Strongly disagree

People here are willing to give extra time and effort to help our school.

Our top administrators initiate change when there is a need.

The people in our group share ideas with each other.

We are open to the suggestions of those we serve.

Communication is mostly one-way--from the top down.

People here are committed to changing things to increase our effectiveness.

Our administrators try to find the money and resources for needed program changes.

Our school is seen as being innovative in programming.

Our administrative procedures are quite flexible.

Too much time and energy is spent in getting things approved.

Some of the things we do as a school need to be changed.

I am happy with the way things are going in my school.

Most of the people in our group seem unclear as to the goals of our school.

e next set of questions, use the following scale. If a statement does ply, skip that item.

0 = Very much
1 = Quite a bit
2 = Somewhat
3 = Very little
4 = Not at all

ch are you influenced toward adopting a new program . . .

it relates to a high priority goal.

it fits into the total program.

you personally believe in it.

enthusiasm for the new program is high among staff and/or volunteers.

you believe it will make positive changes in the lives of people.

it is based on an analysis of needs to be met.

items 141-148, use the response scale below. If a statement does not apply,
p that item.

0 = Very likely
1 = Quite likely
2 = Somewhat likely
3 = Possibly
4 = Unlikely

likely are you to react this way?

. Feel uneasy if it seems too new.

. Assume nothing will come of it.

. Prefer staying with what we are doing.

. Prefer to be involved in it only partially.

. Suspect it is being railroaded through.

Wonder who originated it.

Wonder what others think about it.

Wonder how it affects my area of responsibility.

What is your general reaction to making defensible program changes?

0. Very cautious
1. Cautious
2. Undecided
3. Supportive
4. Strongly supportive

at degree does the school (principal, administrative team) require
ence to the following. Use the scale below to indicate your response.

0 = Very strict adherence
1 = Strict adherence
2 = Moderate adherence
3 = Some adherence
4 = Little adherence

The Established Curriculum (Formal plan for teaching/learning activities; subject matter courses of study)

Mandated Instructional Procedures (Teaching methods, strategies, and classroom organization)

Required Evaluation Approaches (Curriculum design, program effectiveness, teacher performance, student grade reporting)

the scale below to indicate the extent to which written statements or rules regulations are utilized for the following.

0 = No written rules
1 = Written rules, but not enforced
2 = Written rules are sometimes enforced
3 = Written rules are strictly enforced

Student attendance

Student dress

Student employment

Teacher/staff attendance

Teacher/staff dress

the scale below, indicate how important each of the following goals are his school?

0 = Of primary importance
1 = Highly important, but not of most importance
2 = Important, more important than many other goals
3 = Average importance among all the other goals the school must meet
4 = Somewhat important, must be considered, but other goals are more important
5 = Little importance, can't be ignored, but most other goals are more important
6 = Of no importance

ncreasing basic skills (reading, writing, and math) of students

laintaining or increasing the breadth of courses offered

aintaining or enhancing the school's extramural athletic programs

laintaining or enhancing the school's other extracurricular offerings such s clubs and intramural activities

aintaining or upgrading staff development and inservice programs

ncreasing the cost effectiveness of the school's programs

aintaining or upgrading the physical resources of the school

chieving full racial integration in the school

tablishing or maintaining policies and procedures to maximize nstructional time

intaining or upgrading programs for special education, gifted and/or low- unctioning students

0 = Of primary importance
1 = Highly important, but not of most importance
2 = Important, more important than many other goals
3 = Average importance among all the other goals the school must meet
4 = Somewhat important, must be considered, but other goals are more important
5 = Little importance, can't be ignored, but most other goals are more important
6 = Of no importance

aintaining or upgrading discipline plans and practices

aintaining or increasing parent/community involvement

aintaining or upgrading college preparation or other academic programs for tudents

aintaining or upgrading vocational education programs for students

ther: Please specify _____

hat is your sex?

= Female 1 = Male

hat is your race?

= Native American (Indian or Eskimo)
= Asian American
= Black
= Hispanic
= White
= Other

iat is your personal role?

= student
= teacher
= school staff other than teacher or administrator
= school administrator
= parent
= community member other than parent

your school is in Illinois, which is your school?

5.
6.
7.
8.
9.

f your school is in Massachusetts, which is your school?

. 5.
. 6.
. 7.
. 8.
. 9.

f your school is in Virginia, which is your school?

. 5.
. 6.
. 7.
. 8.
. 9.

f your school is in Washington, which is your school?

. 5.
. 6.
. 7.
. 8.
. 9.

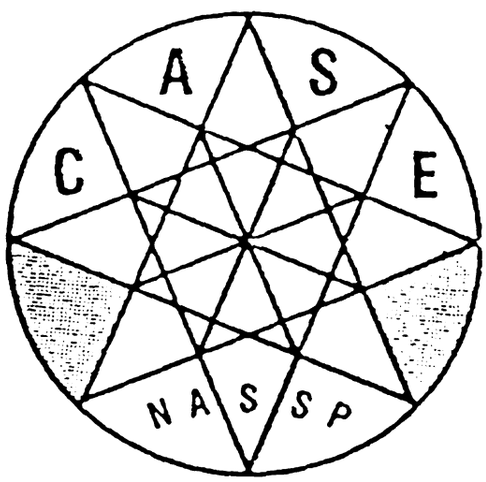
LEASE MARK A 1 ON YOUR ANSWER SHEET TO INDICATE YOU ARE COMPLETING FORM 1.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

TEACHER PACKET #2

CASE FIELD STUDY I

FEBRUARY 17 - MARCH 13, 1987



PREHENSIVE ASSESSMENT

OF

CHOOL ENVIRONMENTS

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MODIFIED WITHOUT PRIOR NASSP APPROVAL.

cher:

onal Association of Secondary School Principals (NASSP) is pilot testing
for the Comprehensive Evaluation of School Environments (CASE) in order
ne the determinants of school effectiveness. Data is being collected
ncipals, teachers and students in several schools throughout the
We believe this project is extremely important and encourage your
participation.

is a survey regarding characteristics of the school and your own
about the school. Please respond to the survey items by marking your
on the computer form provided. Use only a No. 2 pencil on the computer
Do NOT fold the answer sheet. There is no need to write your name on
er sheet; your responses are confidential. Instructions for completing
s are provided on the surveys.

have completed the survey, please return your answer sheet to your
l who will mail it to us. Your help and cooperation is greatly
ted.

TEACHER FORM 2

Directions

ey has a number of statements which may describe situations in your
For each statement, mark one answer on the answer sheet. Use only a
cil and please don't fold the answer sheet.

cale below to select the answer that best describes how you feel about
ement:

0 = I am very dissatisfied with this aspect of the school.
1 = I am dissatisfied with this aspect of the school.
2 = I am neither satisfied nor dissatisfied with this aspect of the school.
3 = I am satisfied with this aspect of the school.
4 = I am very satisfied with this aspect of the school.
5 = I don't know how I feel about this aspect of the school, or I don't know whether this statement applies to the school in which I work.

ADMINISTRATION

degree to which the administration deals tactfully with your problems.
amount of input you have into administrative decisions that affect you
your classroom.
quality of feedback you receive from administrators about your
ormance.
mount of support provided to you by your administrators.
level of interest shown by administrators about your concerns and
ems.
mount of recognition provided by administrators for your work.
egree to which administrators supervise or control your work
nment.
overall level of satisfaction with your school administrators.

COMPENSATION

egree of financial security provided by your present teaching job.
umber of fringe benefits available to teachers in your school.
egree to which your present salary is meeting your financial needs.
uality of health benefits provided you.
overall satisfaction with your pay, fringe benefits, and other
nsation.

OPPORTUNITIES FOR ADVANCEMENT

mber of opportunities for advancement within your school or school
ct.
tent to which increasing your levels of skill and academic
ation will increase your chances for career advancement.
mber of promotions which occur in your school or school district each

verall level of satisfaction with opportunities for career
ement in your school or district.

0 = Very dissatisfied
1 = Dissatisfied
2 = Neither satisfied nor dissatisfied
3 = Satisfied
4 = Very satisfied
5 = Don't know

STUDENT RESPONSIBILITY AND DISCIPLINE

satisfaction with the behavior of students in your school.
extent to which students are motivated to learn.
degree of responsibility students show towards their school
gnments.
extent to which students act in a self-disciplined manner.
overall level of satisfaction with student responsibility and
ipline in your school.

CURRICULUM AND JOB TASKS

range of courses offered in your subject areas or teaching
ialities.
amount of administrative paperwork and grading of student papers
ired by your job.
feeling of accomplishment you get from your job.
extent to which you find your job challenging or exciting.
extent to which curriculum, course content, and course outlines are up-
ate.
satisfaction with the courses you are assigned to teach.
overall level of satisfaction with the curriculum and your job tasks.

CO-WORKERS

ange of interests of the teachers and staff members you work with on a
basis.
ompetence of teachers in your school and school district.
xtent to which teachers and staff members support school improvement.
egree to which teachers and staff members show concern for student
ing and the general welfare of students.
uality of your relationships with co-workers.
xtent to which your co-workers stimulate and support you in your work.
overall level of satisfaction with your co-workers.

PARENTS AND COMMUNITY

egree of interest shown by parents in the education of their children.
inancial support the community provides for the school.
egree and quality of parent and community input into school and
culum development.
xtent to which parents feel responsible for the school performance of
children.

0 = Very dissatisfied
1 = Dissatisfied
2 = Neither satisfied nor dissatisfied
3 = Satisfied
4 = Very satisfied
5 = Don't know

extent to which parents and community are supportive of the school and programs.
overall level of satisfaction with parents and community where you .

SCHOOL BUILDINGS, SUPPLIES, AND MAINTENANCE

availability of supplies for classroom and instructional use.
quality of the school's library and media materials.
number and quality of available school facilities.
quality of maintenance of the school grounds.
quality of maintenance of the school buildings.
speed with which needed repairs are made.
overall level of satisfaction with the facilities, supplies, and tenance.

COMMUNICATION

speed with which you are informed about potential student problems.
quality of information you receive about policies and activities in the ol or district.
speed with which administrators communicate important information to

extent to which you are given advance notice of topics to be discussed eetings of the school board or administrative council.
ease with which you can communicate with school administrators.
clarity of school forms and procedures.
overall satisfaction with the extent and quality of communication in the school and district.

0 = Very dissatisfied
1 = Dissatisfied
2 = Neither satisfied nor dissatisfied
3 = Satisfied
4 = Very satisfied
5 = Don't know

ie opportunity to develop your own special skills and abilities.

ie amount of personal growth and development available.

ie opportunity for change and innovation in teaching methods and school
ograms.

ie amount of freedom you have to decide how to do your own work.

ie extent to which you can exercise independent thought and action in your
b.

ie extent to which teachers help each other with instructional activities
d student problems.

ie opportunity for participation in setting goals, procedures and policies
r the school.

ie degree to which the school administrator requires approval of your
cisions.

e degree to which other teachers and administrators praise you for good
aching performance.

e marking your responses on your answer sheet beginning with 66.

scale below to indicate how well the following items desribe you.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

ry hard to improve on my past teaching performance, no matter how good
is.

ry to work to my fullest potential.

et high standards for myself at work.

refer challenging and stimulating teaching assignments.

re is nothing as satisfying to me as doing the best possible job.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

ink teachers who fail at the job have usually not tried hard enough.

joy thinking of original plans and programs for teaching.

always seeking new and creative ways to teach.

ually continue to teach in exactly the same way every year.

y to think of new ways to change how things are done in this school.

joy contributing new ideas to school programs and activities.

r teachers often ask me for help with creative teaching methods.

generally one of the first teachers to try out something new.

y to be my own hoss at work.

efer to be left alone to do my job.

sent having to behave like other teachers just to please the nistrative staff.

ke to make my own decisions about how to proceed with my teaching.

efer to struggle with teaching or student problems myself rather than ult with others.

y hard to be friendly with other teachers and staff members at this ol.

ld rather talk with other teachers during free time than work.

ely disagree or argue with other staff members.

en find myself talking to students and other staff members about nal problems.

to get along with everyone at school.

nk it is important to develop friendships with other staff members at l.

to be "part of the gang" at school.

e to give advice to other staff members about instructional matters.

e helping other staff members who have a heavy workload.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

o out of my way to try to help other teachers or students with school
blems.

hink it is important to volunteer for school activities and committees,
n if it is not formally required.

ry to work with other teachers whenever I have the opportunity.

sually share my ideas and feelings about the school with other staff
bers.

refer to have input into decisions about what happens at school.

n always open to suggestions from others about school things.

hink I am good at listening to others' opinions and complaints.

ke to be involved in anything that affects this school.

ink school administrators are in the best position to make important
sions about the school.

efer to check my decisions with the school administrative staff before
ng action.

ink a person's first real loyalty within the school should be to the
nistrative staff.

efer to rely on the decisions of the school administrators.

ld have a lot of respect for the school administrator, no matter who
the position.

ally feel better when I know my work or decisions will first be
ved by someone from the administrative staff.

not work well without set procedures and guidelines.

nk teachers need very clear and comprehensive guidelines from
istration for teaching their courses.

ally teach with very detailed and organized lesson plans.

unusual for me to fall behind in my teaching work.

nk all rules and regulations should be strictly followed at school.

e to keep my classroom and work area very neat and organized.

annoyed with students and other teachers who are disorganized.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

ry to make plans for every minute in the school day.

ike to adhere to a strict time schedule for teaching, meetings, and ivities.

R YOUR ANSWER SHEET AND MAKE THE REMAINDER OF YOUR RESPONSES IN THE ATE SPACES ON THE SECOND SIDE OF THE ANSWER SHEET.

et irritated when I have to change my plans due to interruptions or oreseen events.

ave trouble dealing with spontaneous discussions in class, even if they relevant to course work.

ike to have different students working on different projects at the same e.

ke opportunities to extend my range of teaching abilities.

rive to continually develop my teaching skills.

loping and growing professionally gives me a great deal of sfaction.

ink teachers should constantly try to improve their teaching skills.

ke learning new things about teaching.

rk best when I receive praise from teachers or other staff members.

rk best when I receive pay increases.

rk best when I receive formal recognition or awards for my work.

rk best when I receive better teaching assignments or classroom areas.

rk best if I know I might be promoted for doing good work.

ink only the high quality teachers should be rewarded.

ink teachers who spend a great deal of time on teaching should be ded, even if they are not the best teachers.

nk teachers who put forth a lot of effort should be rewarded, even if are not the best teachers.

many years have you been a teacher?

Less than 1 year
1 year, but less than 2
2 years, but less than 3
3 years, but less than 4
4 years, but less than 5
5. 5 years, but less than 8
6. 8 years, but less than 10
7. 10 years, but less than 15
8. 15 years, but less than 20
9. 20 or more years

many years have you been a teacher at this school?

Less than 1 year
1 year, but less than 2
2 years, but less than 3
3 years, but less than 4
4 years, but less than 5
5. 5 years, but less than 8
6. 8 years, but less than 10
7. 10 years, but less than 15
8. 15 years, but less than 20
9. 20 or more years

many extracurricular activities or clubs do you sponsor or help with?

one
two
three
four
five
6. six
7. seven
8. eight
9. nine
ten or more

ow many other teacher activities and/or school communities (not
luded above) do you participate?

one
two
three
four
five
5. six
6. seven
7. eight
8. nine
9. ten or more

often do you attend school extracurricular activities such as athletic
ts, student competitions, dances, and programs?

Always
Usually
Sometimes
Rarely
Never

often do you participate in inservice or teacher development
vities?

Always
Usually
Sometimes
Rarely
Never

roximately how many hours per week do you spend on school work or
ivities, not including what is officially required by your job?

Less than one hour
1 - 4 hours
5 - 9 hours
10 - 14 hours
4. 15 - 19 hours
5. 20 - 24 hours
6. 25 or more hours

often do you make suggestions for new teacher or student programs,
ivities or changes in practices?

Very often
Often
Sometimes
Rarely
Never

u were offered a position as a teacher, but with another school. Would
your present school under any of the following conditions? Use the
ow to respond.

0 = Yes, definitely
1 = Probably
2 = Uncertain
3 = Probably not
4 = No, definitely not

a slight increase in pay?

slightly more freedom to be professionally creative?

slightly more status?

rk with people who are a little friendlier?

ale below to respond to items 144-161.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

l very little loyalty to this school.

proud to tell others that I am a teacher at this school.

e, this is the best of all possible schools for which to work.

ing to work for this school was a definite mistake on my part.

ly care about the fate of this school.

I find it difficult to agree with this school's policies on
ant matters related to its employees, teachers or students.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

ind that my values and the school's values are very similar.

n committed to achieving the goals this school sets.

eally feel as if the school's problems are my problems.

ften think about quitting.

ill probably look for a new job in the next year.

ill actively look for a new job in the next year.

eel I have the respect of the people I work with.

eel sure of myself in this teaching position.

eel I've adjusted well to working in this school.

on't think my fellow teachers feel relaxed around me.

hink I work well with other teachers.

eel like I have a good system for doing my job.

ared to other teachers in this school, how would you rate your overall formance?

Much better than others
Better than others
Similar to others
Worse than others
Much worse than others

good is the quality of your teaching?

Excellent quality
Good quality
Moderate quality
Quality is OK
Quality is poor

hat extent do you use resources (people, equipment, money) efficiently?

Efficiency is poor
Efficiency is OK
Moderate efficiency
Very efficient
Extremely efficient

ow good a job do you do in anticipating problems that may arise in the ture and preventing them or minimizing their effects?

A poor job
An OK job
A pretty good job
A very good job
An excellent job

e scale below for items 166-170 to indicate how often you have experienced llowing during this school year.

0 = Never
1 = Rarely, just once or twice
2 = Occasionally
3 = Frequently
4 = Quite often

eeling that you have too heavy a workload, one you can't possibly finish n an ordinary work day

hinking that you'll not be able to satisfy the conflicting demands of arious people for your time

eeling that you're not fully qualified to handle your job

eeling that your job tends to interfere with your family/personal life

enerally feeling stressed by your job

ow many days have you been absent from school this year?

None	5. Five
One	6. Six
Two	7. Seven
Three	8. Eight
Four	9. Nine or more

w many days have you been absent when you were not ill?

None	5. Five
One	6. Six
Two	7. Seven
Three	8. Eight
Four	9. Nine or more

it is your sex?

Female	1. Male

it is your race?

Native American	3. Hispanic
(Indian or Eskimo)	4. White
Asian American	5. Other
Black	

What is your personal role in the school?

0. Student
1. Teacher
2. School staff
3. School administrator
4. Parent
5. Community member other than parent

If your school is in Illinois, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

If your school is in Massachusetts, which is your school?

).
1.
2.
3.
4.
5.
6.
7.
8.
9.

If your school is in Virginia, which is your school?

.
.
.
.
.
5.
6.
7.
8.
9.

f your school is in Washington, which is your school?

.
.
.
.
.
5.
6.
7.
8.
9.

LEASE MARK A 2 ON YOUR ANSWER SHEET TO INDICATE YOU ARE COMPLETING FORM 2.

APPENDIX D

STUDENT QUESTIONNAIRES

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

STUDENT PACKET #1

CASE FIELD STUDY I

FEBRUARY 17 - MARCH 13, 1987



MPREHENSIVE ASSESSMENT

OF

CHOOL ENVIRONMENTS

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Student:

osed are several surveys which ask you about yourself and what you think
t your school. Please mark your answers to each question on the separate
er sheet by filling in the appropriate bubble. Use only a No. 2 pencil on
answer sheet. Do NOT fold your answer sheet. There is no need to write
name on the answer sheet. Please read the instructions on the surveys very
fully.

k you for completing the surveys.

STUDENT FORM 1

Directions

is survey has a number of statements that describe situations found in many hools. Most of these statements will describe your school, but some may not t your school. For those that do not, mark the "don't know" answer.

ease mark your answers on the separate answer sheet. Use only a No. 2 pencil.

rk only one answer for each statement. Choose the answer that you think most ople in your school and community would pick. Use the following scale for ur answers.

0 = Most people would strongly disagree with this statement.
1 = Most people would disagree with this statement.
2 = Most people would neither agree nor disagree with this statement.
3 = Most people would agree with this statement.
4 = Most people would strongly agree with this statement.
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

TEACHER-STUDENT RELATIONSHIPS

Teachers in this school like their students.
Teachers in this school are on the side of their students.
Teachers give students the grades they deserve.
Teachers help students to be friendly and kind to each other.
Teachers treat each student as an individual.
Teachers are willing to help students.
Teachers are patient when a student has trouble learning.
Teachers make extra efforts to help students.
Teachers understand and meet the needs of each student.
Teachers praise students more often than they scold them.
Teachers are fair to students.
Teachers explain carefully so that students can get their work done.

SECURITY AND MAINTENANCE

Students usually feel safe in the school building.
Teachers and other workers feel safe in the building before and after school.
People are not afraid to come to school for meetings and programs in the evening.
Classrooms are usually clean and neat.
The school building is kept clean and neat.
The school building is kept in good repair.
The school grounds are neat and attractive.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree
5 = Don't know

ADMINISTRATION (Principal, Assistant Principal, etc.)

The administrators in this school listen to student ideas.
The administrators in this school talk often with teachers and parents.
The administrators in this school set high standards and let teachers, students, and parents know what these standards are.
Administrators set a good example by working hard themselves.
The administrators in this school are willing to hear student complaints and opinions.
Teachers and students help to decide what happens in this school.

STUDENT ACADEMIC ORIENTATION

Students here understand why they are in school.
In this school, students are interested in learning new things.
Students in this school have fun but also work hard on their studies.
Students work hard to complete their school assignments.

STUDENT BEHAVIORAL VALUES

If one student makes fun of someone, other students do not join in.
Students in this school are well-behaved even when the teachers are not watching them.
Most students would do their work even if the teacher stepped out of the classroom.

GUIDANCE

Teachers or counselors encourage students to think about their future.
Teachers or counselors help students plan for future classes and for future jobs.
Teachers or counselors help students with personal problems.
Students in this school can get help and advice from teachers or counselors.

STUDENT-PEER RELATIONSHIPS

Students care about each other.
Students respect each other.
Students want to be friends with one another.
Students have a sense of belonging in this school.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree
5 = Don't know

PARENT AND COMMUNITY-SCHOOL RELATIONSHIPS

Parents and members of the community attend school meetings and other activities.
Most people in the community help the school in one way or another.
Community attendance at school meetings and programs is good.
Community groups honor student achievement in learning, music, plays and sports.

INSTRUCTIONAL MANAGEMENT

There is a clear set of rules for students to follow in this school.
Taking attendance and other tasks do not interfere with classroom teaching.
Teachers spend almost all classroom time in learning activities.
Students in this school usually have assigned school work to do.
Most classroom time is spent talking about class work or assignments.
Teachers use class time to help students learn assigned work.
Outside interruptions of the classroom are few.

STUDENT ACTIVITIES

Students are able to take part in school activities in which they are interested.
Students can be in sports, music, and plays even if they are not very talented.
Students are comfortable staying after school for activities such as sports and music.
Students can take part in sports and other school activities even if their families cannot afford it.

nue marking your answers on the computer sheet, beginning with number 56.

he scale below to respond to the following items about your school.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement

here is a feeling of pressure to continually improve our performance.

eachers provide challenging goals for students.

he standards in this school do not usually demand the maximum effort of very student.

eachers try to make classes challenging for the students.

eachers in this school set high standards and let students know what these tandards are.

eachers set a good example by working hard themselves.

eachers encourage us to do assignments in new and creative ways.

ur school tries new and innovative programs.

eachers give us freedom to try out new ideas.

ople in our school talk a lot about changing the way things are done.

achers encourage students to solve problems on their own.

achers do not require that we check everything about our school work with em.

udents are given a lot of freedom in developing their own study plans and rking at their own speed.

king independent decisions is highly valued here.

achers are very flexible here.

achers and students get along with each other.

ing a student here has turned into a contest.

re is a lot of warmth between teachers and students in this school.

dents help each other with school assignments and work.

dents give and seek the advice of other students about school work blems.

0 = Strongly disagree
1 = Disagree
2 = Neither agree nor disagree
3 = Agree
4 = Strongly agree

Teachers and administrators take time to hear what students feel is needed before making a change.

Students share ideas with each other.

Teachers are willing to listen to students.

The principal includes students in making decisions about school matters.

Students help put together new school programs.

Students help make decisions about new school rules and policies.

Students help make decisions about new school programs.

There can be little done in this school until a teacher or administrator approves a decision.

A person who wants to make his/her own decisions would be quickly discouraged here.

Students have to ask their teacher before they do almost anything.

Any decision a student makes has to have a teacher's approval.

Students know what is expected of them in school and classes.

Teachers strictly follow all rules and procedures in this school.

Teachers use only established methods for teaching and for solving student problems.

Most of the students seem unclear as to the goals of our school.

A school-wide discipline plan has been adopted and enforced.

Students are encouraged to improve their skills.

Students are encouraged and supported for taking courses or for being in programs outside of school.

Students are given awards or recognition for good work.

Grades are based on the quality of class work done.

Grades are based on the amount of time students spend on class work.

Grades are based on the amount of effort or how hard students try.

e scale below to answer questions 98-102.

0 = There are no written rules for this
1 = There are written rules, but they are not enforced
2 = There are written rules and they are sometimes enforced
3 = There are written rules and they are strictly enforced

t extent are written rules and regulations used for:

tudent attendance

tudent dress

tudent employment

eacher/staff attendance

eacher/staff dress

hat is your sex?

. Female
1. Male

hat is your race?

. Native American (Indian or Eskimo)
3. Hispanic
4. White
5. Other
Asian American
Black

'e you a:

Student
Teacher
School staff
School administrator
Parent
Community member other than parent

at grade are you in?

6th grade
7th grade
8th grade
9th grade
4. 10th grade
5. 11th grade
6. 12th grade

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

. If your school is in Illinois, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

. If your school is in Massachusetts, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

If your school is in Virginia, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

If your school is in Washington, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

PLEASE MARK A 1 ON YOUR ANSWER SHEET TO SHOW YOU ARE COMPLETING FORM 1.

CA

COMPRE

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RESERVED
OR MODIF

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

STUDENT PACKET #2

CASE FIELD STUDY I

FEBRUARY 17 - MARCH 13, 1987



MPREHENSIVE ASSESSMENT

OF

CHOOL ENVIRONMENTS

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ESERVED. NO PART OF THIS PACKET MAY BE REPRODUCED,
R MODIFIED WITHOUT PRIOR NASSP APPROVAL.

Dear Student

Enclosed are se
about your scho
answer sheet b
the answer shee
your name on th
carefully.

Thank you for c

Student:

osed are several surveys which ask you about yourself and what you think
t your school. Please mark your answers to each question on the separate
er sheet by filling in the appropriate bubble. Use only a No. 2 pencil on
answer sheet. Do NOT fold your answer sheet. There is no need to write
name on the answer sheet. Please read the instructions on the surveys very
fully.

k you for completing the surveys.

This survey has
speech. For eac
to. I realize

Use the scale be
each item

1 =
2 =
3 =
4 =
5 =
6 =
7 =

1. How well
2. How often
3. How much
4. How much
5. How much
6. How much
7. How I feel

8. How easy
9. How often
10. How stutter
11. The kinds
12. How I feel

13. The choice
14. How much
15. The numbe
16. How much
17. The amoun
18. How I fee

19. The numbe
20. The numbe
21. How much
22. The numbe
23. How I fee

STUDENT FORM 2

Directions

survey has a number of statements which may describe situations in your
l. For each statement, mark one answer on the answer sheet. Use only a
pencil.

ıe scale below to select the answer that best describes how you feel about
tem:

0 = I am very unhappy about this part of my school
1 = I am unhappy about this part of my school
2 = I am neither happy nor unhappy about this part of my school
3 = I am happy about this part of my school
4 = I am very happy about this part of my school
5 = I don't know how I feel about this part of my school, or I don't know whether this statemeent fits my school

TEACHERS

ow well teachers understand my problems.
ow often teachers tell me when I do good work.
ow much teachers help me when I am having trouble.
ow much teachers make me want to learn new things.
ow much teachers help me with my schoolwork.
ow much my teachers seem to enjoy teaching.
ow I feel, in general, about my teachers.

FELLOW STUDENTS

w easy it is to make new friends at my school.
w often students help each other on school projects.
w students treat each other.
e kinds of students who go to my school.
w I feel, in general, about other students who go to my school.

SCHOOL WORK

e choices I have in picking classes.
w much my classes challenge me.
e number of tests I have.
w much my school work is exciting.
e amount of homework I have.
w I feel, in general, about my classes and school work.

STUDENT ACTIVITIES

e number of sports teams at my school.
e number of school events in which I take part.
v much students can plan and take part in school events.
e number of social events at the school.
v I feel, in general, about student activities in my school.

14. How safe I
15. How well s
16. How well s
17. How well s
18. How well s
19. How I feel

20. The amount
21. How much
22. How much
23. How well s
24. How I feel
scroll.

25. How easy
26. How good
27. How well
28. How well
29. How well
30. How happy
screen at

31. How easy
32. How easy
33. How much
34. How much
activitie
35. How easy
36. How I fee

47. The chanc
48. The amoun
49. The chanc
50. How much
51. How much
52. How much
53. The grad
54. The chanc

0 = Very unhappy
1 = Unhappy
2 = Neither happy nor unhappy
3 = Happy
4 = Very happy
5 = Don't know

STUDENT DISCIPLINE

How safe I feel at school.
How well students behave in class.
How well students behave in the school.
How well school rules are enforced.
How well students do what is expected without being told.
How I feel, in general, about student discipline in my school.

DECISION-MAKING OPPORTUNITIES

The importance of meetings that students are invited to attend.
How much opportunity students have to comment on courses that are offered.
How much influence the student council has in suggesting school events.
How well school administrators listen to student ideas.
How I feel, in general, about my opportunity to help make decisions at my school.

SCHOOL BUILDINGS, SUPPLIES, AND UPKEEP

How easy it is for me to use the school library.
How good the books and other materials are in the school library.
How well the school grounds are kept clean.
How well the school buildings are kept clean and in good repair.
How well classroom supplies help me learn.
How happy I am, in general, about the school buildings, supplies, and upkeep at my school.

COMMUNICATION

How easy it is for me to find out about new and important things at school.
How easy it is for me to talk to teachers outside the classroom.
How much I am told about what is happening at the school.
How much time I spend talking with other kids about classes and school activities.
How easy it is to talk with the principal or other school administrators.
How I feel, in general, about relating to people and things at my school.

The chance I have to learn and grow through school activities.
The amount of new and innovative programs the school has.
The chance to be creative with my school work.
How much I can develop my own study plans and work at my own speed.
How much I can make my own decisions, without getting a teacher's approval.
How much I can do things without having to obtain a teacher's permission.
The grading system teachers use.
The chance to receive awards for good work.

Enter a matrix

53. Where do yo

1. Among
1. Above
2. Averag
3. Below
4. Among

54. In order t
four years
while comp

1. Very
2. Somew
3. Not s
4. Quite
5. Most

57. Do you ant

1. Yes,
2. Yes,
3. Not s
4. Proba
5. No

58. How do you
class at s

1. I am
2. I am
3. I am
4. I am
5. I am

59. Forget fo
good do y

0. My w
1. My w
2. My w
3. My w
4. My w

60. What kind

0. Most
1. Most
2. Most
3. Most
4. Most

inue marking your responses on your answer sheet starting with item 55.

Where do you think you would rank in your class in high school?

0. Among the best
1. Above average
2. Average
3. Below average
4. Among the poorest

In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you would complete such advanced work?

0. Very likely
1. Somewhat likely
2. Not sure either way
3. Unlikely
4. Most unlikely

Do you think you have the ability to complete college?

0. Yes, definitely
1. Yes, probably
2. Not sure either way
3. Probably not
4. No

low do you rate yourself in school ability compared with those in your class at school?

). I am among the best
1. I am above average
2. I am average
3. I am below average
4. I am among the poorest

Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

. My work is excellent
. My work is good
. My work is average
. My work is below average
. My work is much below average

hat kind of grades do you think you are capable of getting?

. Mostly A's
. Mostly B's
. Mostly C's
. Mostly D's
. Mostly F's

...where do I

1. Among
2. Anyw
3. Where
4. Below
5. Among

12. How do you
friends'

1. I am
2. I am
3. I am
4. I am
5. I am

Indicate certai

Use the scale
about yourself

53. I try har

54. I try to

55. I set hig

56. I like ch

57. I feel go

58. I think s

59. I enjoy t

70. I try to

71. I often a

72. I try to

73. I enjoy

74. Other stu

75. I am usua

76. I like i

Where do you think you would rank in your class in college?

0. Among the best
1. Above average
2. Average
3. Below average
4. Among the poorest

How do you rate yourself in school ability compared with your close friends?

0. I am the best
1. I am above average
2. I am average
3. I am below average
4. I am the poorest

nue marking your responses on your answer sheet beginning with #63.

he scale below to show how much you agree with the following statements yourself.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

I try hard to improve my school performance, no matter how good it is.

I try to work to my fullest potential.

I set high standards for myself at school.

I like challenging and stimulating school assignments.

I feel good when I know that I did the best possible job on my school work.

I think students who fail usually have not tried hard enough.

I enjoy thinking of original ways to do my assignments.

I try to be creative when I do my school assignments.

I often ask my teacher if I can complete my assignment in a different way.

I try to think of new ways to change how things are done in this school.

I enjoy contributing new ideas to school programs and activities.

ther students often ask me for help with creative projects.

I am usually one of the first students to try out something new.

I like it when I can work at my own pace.

"I like to

"I prefer t
ask for "e

"When I hav

I think th
work.

I like to

I try to

I try "ver

I walk r
assigned

I rarely

I often f
problems.

I try to

I try to

I usually

I like to

I like he

I go out

I think
even if

I try to
chance.

I usuall
teachers

I prefer

I am alw

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

I like to make my own decisions about how to do my school work.

I prefer to struggle with a hard assignment or problem myself rather than ask for help.

When I have a choice, I do my schoolwork by myself, instead of in a group.

I think the best classes are the ones where students can plan their own work.

I like to pick the classes I take.

I try to do my homework and assignments on my own instead of with friends.

I try hard to be friendly with other students at this school.

I would rather talk with other students during free time than work on my assignments.

I rarely disagree or argue with other students.

I often find myself talking to students or teachers about personal problems.

I try to get along with everyone at school.

I try to be "part of the gang" at school.

I usually have lots of friends at school.

I like to give advice to other students about how to get along at school.

I like helping other students who have trouble with their school work.

I go out of my way to try to help other students with school problems.

I think it is important to volunteer for school activities and committees, even if I don't have to.

I try to work on school projects with other students whenever I have the chance.

I usually share my ideas and feelings about the school with students or teachers.

I prefer to have input into decisions about what happens at school.

I am always open to suggestions from others about school things.

94. I think I

95. I like to

101. I think te
important

102. I prefer t

103. I think st
recommend

104. I prefer
teachers.

105. I would
it was.

106. I feel be

107. I cannot

108. I usuall

109. It is unu

110. I think a

111. I like to
organized

112. I get an

113. I try to

114. I like c
at the sa

115. I don't
minute.

116. I like t

TURN OVER YOU
ON THE SECOND

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

98. I think I am good at listening to others' opinions and complaints.

99. I like to be involved in anything that affects this school.

00. I think teachers or the school administrator are the best people to make important decisions about the school.

01. I prefer to check my ideas with my teachers before I start working.

02. I think students should always do what their teachers or the administrators recommend.

03. I prefer to rely on the decisions of the school administrators or my teachers.

04. I would have a lot of respect for the school administrator, no matter who it was.

05. I feel better when I have to get my teacher's approval for my ideas.

06. I cannot work unless my teacher gives very specific directions.

07. I usually make very detailed plans for doing my schoolwork.

08. It is unusual for me to fall behind in my schoolwork.

09. I think all rules and regulations should be strictly followed at school.

10. I like to keep my desk, locker, notebooks, and work area very neat and organized.

11. I get annoyed with other students and teachers who are disorganized.

12. I try to plan out every minute in the school day.

13. I like classes where different students are working on different projects at the same time.

14. I don't like it when the teacher changes the lesson plans at the last minute.

15. I like to participate in activities that help me learn or grow.

N OVER YOUR ANSWER SHEET AND MARK THE REST OF YOUR ANSWERS IN THE RIGHT SPOT
THE SECOND SIDE OF YOUR ANSWER SHEET

[illegible]. I always t

[illegible]. Knowing t

[illegible]. I think st

[illegible]. I like le

[illegible]. I do my h

[illegible]. I do my h
[illegible]. I do my h
[illegible]. I do my h

[illegible]. I think
the best

[illegible]. I think s
good grad

[illegible]. I think s
work is m

Continue marki

[illegible]. What is

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

[illegible]. How many

0. This
1. This
2. This
3. This
4. This
5. This
6. This

[illegible]. Do you h

0. Yes,
1. No,

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

. I always try to improve myself as much as possible.

. Knowing that I am learning a lot gives me a lot of satisfaction.

. I think students should always try to learn as much as possible.

. I like learning new things.

. I do my best schoolwork when the teacher praises me.

I do my best schoolwork when I get good grades.
. I do my best schoolwork when other students praise me.
I do my best schoolwork when I get awards for my work.

I think only students who do the best on tests and assignments should get the best grades.

I think students who spend a lot of time on their schoolwork should get good grades, even if their work is not the best.

I think students who try very hard should get good grades, even if their work is not the best.

inue marking your responses on your answer sheet beginning with #127.

What is your age?

0.	10	5.	15
1.	11	6.	16
2.	12	7.	17
3.	13	8.	18
4.	14	9.	19 or older

How many years have you been attending this school?

0. This is my first year
1. This is my second year
2. This is my third year
3. This is my fourth year
4. This is my fifth year
5. This is my sixth year
6. This is my seventh or more year

Do you have the same teacher for <u>all</u> of your classes?

0. Yes, same teacher for all classes
1. No, different teachers for different classes

131. Do yo

1. Yes

132. How many

study, SAT

1. None
2. One
3. Two
4. Three
5. Four

133. How much

1. I spen
activ
2. I spe
3. I spe
4. I spe

134. How many

artists w

1. None
2. One
3. Two
4. Thre
5. Four

135. How ofte

events,

1. Alm
2. Usu
3. Som
4. Rar
5. Nev

Use the scale

135. I feel

136. I am pr

137. For me,

138. Attendi

0. Do you plan to attend college?

0. Yes
1. No

1. How many extracurricular activities (clubs, sports, student government, pep squad, band, etc.) do you participate in?

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight or more

. How much do you participate in extracurricular activities?

0. I spend a lot of time outside of regular school hours on these activities
1. I spend some time outside of regular school hours
2. I spend a little time outside of regular school hours
3. I spend no time outside of regular school hours

. How many leadership or officer positions do you hold in the school clubs or groups you belong to?

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight or more

. How often do you attend school extracurricular activities, such as athletic events, student competitions, dances, and programs?

0. Almost Always
1. Usually
2. Sometimes
3. Rarely
4. Never

the scale below to respond to items 135-153.

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

I feel a lot of loyalty to this school.

I am proud to tell others that I am a student at this school.

For me, this is the best of all possible schools to go to.

Attending this school was a great idea.

135. I really c

141. I usually

142. I find tha

143. I am comm

144. I really

145. If I coul

146. I wish I

147. I will pr

148. I will pr

149. I feel th

150. I feel su

151. I feel co

152. I think c

153. I think

154. I feel I

Continue mark

155. What kind

0. Mos
1. Mos
2. Mos
3. Mos
4. Mos

156. How many

0. Non
1. One
2. Two
3. Thr
4. Fou

0 = Strongly agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

. I really care about the fate of this school.

. I usually agree with school rules and policies.

. I find that my values and the school's values are very similar.

. I am committed to achieving the goals this school sets.

. I really feel as if the school's problems are my problems.

. If I could go to any school, I would still go to this school.

. I wish I were at a different school.

. I will probably drop out of school before graduating.

. I will probably go to a different school next year.

. I feel that other students respect me.

. I feel sure of myself as a student at this school.

. I feel comfortable at this school.

. I think other students feel relaxed or comfortable around me.

. I think I work well with other students.

. I feel like I have a good system or plan for getting my work done.

inue marking your responses on your answer sheet beginnng with #154.

What kind of grades do you usually get in school?

0. Mostly A's
1. Mostly A's and B's
2. Mostly B's
3. Mostly B's and C's
4. Mostly C's
5. Mostly C's and D's
6. Mostly D's
7. Mostly D's and F's
8. Mostly F's

How many times have you been suspended from school this year?

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight or more

[illegible] How many [illegible]
disciplin[illegible]

1. None
1. One
2. Two
3. Three
4. Four

Use the scale [illegible]
the following [illegible]

[illegible]. Feeling [illegible]
Wants [illegible]

[illegible]. Thinking
teachers.

[illegible]. Feeling [illegible]

[illegible]. Feeling [illegible]

[illegible]. Feeling [illegible]

[illegible]. Generali[illegible]

Continue mark[illegible]

[illegible]. How many [illegible]

0. Non
1. One
2. Two
3. Thr
4. Fou

[illegible]. How many [illegible]

0. Non
1. One
2. Two
3. Thr
4. Fou

165. What is [illegible]

0. Fe[illegible]

. How may times have you been sent out of the classroom by your teacher for a discipline problem this year?

0.	None	5.	Five
1.	One	6.	Six
2.	Two	7.	Seven
3.	Three	8.	Eight or more
4.	Four		

the scale below for items 157-162 to indicate how often you have experienced following during this school year.

0 = Never
1 = Rarely, just once or twice
2 = Sometimes
3 = Frequently
4 = Very often

. Feeling that you have too heavy a school load, one you can't possibly finish in an ordinary day.

. Thinking that you'll not be able to satisfy all the demands of your teachers, family and friends.

. Feeling that you're not fully able to handle your schoolwork.

. Feeling that you can't handle your homework assignments.

. Feeling that school tends to interfere with your family or personal life.

. Generally feeling stressed from school.

tinue marking your responses on your answer sheet beginning with #163.

. How many days have you been absent from school this year?

0.	None	5.	Five
1.	One	6.	Six
2.	Two	7.	Seven
3.	Three	8.	Eight
4.	Four	9.	Nine or more

. How many days have you been absent when you were not ill?

0.	None	5.	Five
1.	One	6.	Six
2.	Two	7.	Seven
3.	Three	8.	Eight
4.	Four	9.	Nine or more

What is your sex?

0.	Female	1.	Male

[illegible]. What is y

1. Nati
Indi
2. Asia
3. Blac

[illegible]. Are you a

1. stud
2. teac
3. scho
4. scho
5. pare
6. comm

[illegible]. What grad

1. Fir
2. Se
3. Th
4. Fo
5. Fi

[illegible]. If your

1.
2.
3.
4.
5.
6.

[illegible]. If your

1.
2.
3.
4.
5.
6.

[illegible]. If your

0.
1.
2.
3.
4.

172. If your

0.
1.
2.
3.
4.

6. What is your race?

0. Native American (Indian or Eskimo)
1. Asian American
2. Black
3. Hispanic
4. White
5. Other

7. Are you a:

0. student
1. teacher
2. school staff other than teacher or administrator
3. school administrator
4. parent
5. community member other than parent

8. What grade are you in?

0. 6th grade
1. 7th grade
2. 8th grade
3. 9th grade
4. 10th grade
5. 11th grade
6. 12th grade

9. If your school is in Illinois, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

. If your school is in Massachusetts, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

. If your school is in Virginia, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

. If your school is in Washington, which is your school?

0.
1.
2.
3.
4.
5.
6.
7.
8.
9.

73. PLEASE MARK A 2 ON YOUR ANSWER SHEET TO INDICATE YOU ARE COMPLETING FORM 2.

APPENDIX E

TEACHER CLIMATE ITEMS BY DIMENSION

Participation

The principal
faculty and s

Teachers and

Teachers freq
policies.

Teachers freq
programs.

Teachers freq

Teachers freq
the professio

Communicatio

Cooperation/C

Teachers prov
instructiona

Teachers giv
instructiona

Teachers are

Teachers are

The administ

The administ

The administ
and opinions

We take time
change.x

Teachers or

Students in
counselors.

TEACHER CLIMATE ITEMS BY DIMENSION

Participation

The principal or adminstrator has established procedures that involve faculty and staff members in decision-making processes.

Teachers and students help decide what happens in this school.

Teachers frequently participate in decisions on the adoption of new policies.

Teachers frequently participate in the decisions on the adoption of new programs.

Teachers frequently participate in the decision to hire new staff.

Teachers frequently participate in decisions on the promotion of any of the professional staff.

Communication is mostly one way - from the top down. (R) *

Cooperation/Openness

Teachers provide and utilize the assistance of other teachers regarding instructional matters.

Teachers give and seek the advice of other teachers regarding instructional matters and students problems.

Teachers are willing to help students.

Teachers are patient when a student has trouble learning.

The administrators in this school listen to student ideas.

The administrators in this school talk often with teachers and parents.

The administrators in this school are willing to hear student complaints and opinions.

We take time to hear what people feel is needed before introducing change.*

Teachers or counselors help students with personal problems.

Students in this school can get help and advice from teachers or counselors.

The people in

We are open t

We seek the n

We have power

We have confl

Teachers join

Teachers depe
successfully.

Warmth and Af

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teachers sta

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Teachers hel

Teachers und

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Students car

Students res

Students war

Students hav

Considerable
(R) *

There is a

The people in our group share ideas with each other.*

We are open to the suggestions of those we serve.*

We seek the reaction of those we serve to a proposed a new program.*

We have power struggles that hinder our work. (R) *

We have conflicts over work values that hinder our work. (R) *

Teachers jointly plan instructional activities and lessons.

Teachers depend on other faculty for help in instructing all students successfully.

Warmth and Affilation

There is a lot of warmth in the relationships between administration and teachers/staff in this school.

Teachers in this school like their students.

Teachers help students to be friendly and kind to each other.

Teachers understand and meet the needs of each student.

If one student makes fun of someone, other students do not join in.

Students care about each other.

Students respect each other.

Students want to be friends with one another.

Students have a sense of belonging in this school.

Considerable tension exists between our administrators and our faculty. (R) *

There is a sense of "family" among teachers in this school.

Growth and Dev

Teachers are e
skills.

Teachers are
participating
skill develop

Teachers or

Teachers of c
future jobs.

Students are
interested.

Students can
talented.

Students can
their familie

Teacher in-se
school activ

Teachers are
order to imp

Innovation/C

We have cons

Our school i

Our group ha

Our top admi

People here
effectiveness

Our administ
programs.*

Growth and Development

Teachers are encouraged to improve their teaching and instructional skills.

Teachers are encouraged and supported for taking outside courses or participating in outside programs regarding teacher effectiveness and skill development.

Teachers or counselors encourage students to think about their future.

Teachers of counselors help students plan for future classess and for future jobs.

Students are able to take part in school activities in which they are interested.

Students can be in sports, music, and plays even if they are not very talented.

Students can take part in sports and other school acitivities even if their families cannot afford it.

Teacher in-service and development programs are a regular part of our school activities.

Teachers are given opportunities to observe other faculty teaching in order to improve their own skills.

Innovation/Creativity

We have considerable freedom to try out new ideas.*

Our school is seen as being innovative in programming.*

Our group has freedom to innovate even when funding is involved.*

Our top administrators initiate change when there is a need.*

People here are committed to changing things to increase our effectiveness.*

Our administrators try to find the money and resources for needed change programs.*

Autonomy

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you think you

Teachers are
instructional

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Achievement

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Autonomy

Our school administrators frown upon checking everything with them, if you think you've got the right approach, you just go ahead.

Teachers are given considerable freedom in developing their curricula and instructional programs.

The making of independent decisions is highly valued here.*

Our administrative procedures are quite flexible.*

Teachers treat each student as an individual.

Achievement

There is a feeling of pressure among teachers in this school to continually improve our performance.

The school administrator sets challenging goals for teachers and staff.

The standards in this school do not usually demand the maximum effort of every teacher (R).

Teachers make extra efforts to help students in this school.

The administrators in this school set high standards and let teachers, students, and parents know what these standards are.

Administrators set a good example by working hard themselves.

In this school, students are interested in learning new things.

Students work hard to complete their school assignments.

People here are willing to give extra time and effort to help our school.*

Our administrators are committed to imporving the way our school goes about its work.*

Hierarchy of

There can be
decision.

A person who
discouraged b

Teachers have

Any decision

Even small ma
answer.

Structure Sta

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student prob

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school. (R)

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Classrooms a

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Students in
watching the

Most studen
classroom.

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teaching.

Hierarchy of Authority

There can be little action taken here until a supervisor approves a decision.

A person who wants to make his/her own decisions would be quickly discouraged here.

Teachers have to ask their superior before they do almost anything.

Any decision a teacher makes has to have the superior's approval.

Even small matters have to be referred to someone higher up for a final answer.

Structure/Standardization

Teachers strictly follow all rules and procedures in this school.

Teachers use only established methods for instruction and for solving student problems.

Most of the people in our group seem unclear as to the goals of our school. (R) *

There is a clear set of rules for students to follow in this school.

Students in this school usually have assigned school work to do.

A school-wide discipline plan has been adopted and enforced.

Classrooms are usually neat and clean.

The school building is kept clean and neat.

The school building is kept in good repair.

The school grounds are neat and attractive.

Students in this school are well-behaved even when the teachers are not watching them.

Most students would do their work even if the teacher stepped out of the classroom.

Taking attendance and other tasks do not interfere with classroom teaching.

Teachers spend almost all classroom time in learning activities.

Outside interruptions of the classroom are few.

The principal regularly conducts scheduled classroom observations.

Instructional objectives for students have been established and coordinated in the school curriculum.

Procedures to maximize instructional time have been established.

Response Scale for all items (except those otherwise indicated above or marked with and asterik):

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = I don't know what most people think about this statment, or I don't know whether this statement fits my school

Response Scale for items marked with an asterik:

0 = Strongly disagree
1 = Disagree
2 = Undecided
3 = Agree
4 = Strongly agree

APPENDIX F

STUDENT CLIMATE ITEMS BY DIMENSION

Participation

The principal

Teachers and

Students help
policies.

Students help

Students help

Cooperation/

Students hel

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problems.

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counselors.

Students sh

Teachers ar

STUDENT CLIMATE ITEMS BY DIMENSION

Participation

The principal includes students in making decisions about school matters.

Teachers and students help decide what happens in this school.

Students help make decisions about new school rules and new school policies.

Students help make decisions about the new school programs.

Students help put together new school programs.

Cooperation/Openness

Students help each other with school assignments and work.

Students give and seek the advice of other students about school work problems.

Teachers are willing to help students.

Teachers are patient when a student has trouble learning.

The administrators in this school listen to student ideas.

The administrators in this school talk often with teachers and parents.

The administrators in this school are willing to hear student complaints and opinions.

Teachers and administrators take time to hear what students feel is needed before making a change.

Teachers or counselors help students with personal problems.

Students in this school can get help and advice from teachers or counselors.

Students share ideas with each other.

Teachers are willing to listen to students.

Warmth and Su

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interested.

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Warmth and Support

There is a lot of warmth between teachers and students in this school.

Teachers in this school like their students.

Teachers help students to be friendly and kind to each other.

Teachers understand and meet the needs of each student.

If one student makes fun of someone, other students do not join in.

Students care about each other.

Students respect each other.

Students want to be friends with one another.

Students have a sense of belonging in this school.

Teachers and students get along with each other.

Being a student here has turned into a contest. (R)

Growth and Development

Students are encouraged to improve their skills.

Students are encouraged and supported for taking courses or for being in programs outside of school.

Teachers or counselors encourage students to think about their future.

Teachers or counselors help students plan for future classes and for future jobs.

Students are able to take part in school activities in which they are interested.

Students can be in sports, music, and plays even if they are not very talented.

Students can take part in sports and other school activities even if their families cannot afford it.

Innovation/Cr

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Autonomy

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Innovation/Creativity

Teachers give us freedom to try out new ideas.

Our school tries new and innovative programs.

Teachers encourage us to do assignments in new and creative ways.

Autonomy

Teachers do not make us check everything about our school work with them.

Students are given alot of freedom in developing their own study plans and working at their own speed.

Making decisions on our own is highly valued here.

Teachers are very flexible here.

Teachers treat each student as an individual.

Achievement

There is a feeling of pressure to continually improve our performance.

Teachers provide challenging goals for students.

The standards in this school do not usually demand the maximum effort of every student. (R)

Teachers make extra efforts to help students in this school.

Teachers in this school set high standards and let students know what these standards are.

Teachers set a good example by working hard themselves.

In this school, students are interested in learning new things.

Students work hard to complete their school assignments.

Teachers try to make classes challenging for the students.

Hierarchy of

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teaching.

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Students k

Hierarchy of Authority

There can be little done in this school until a teacher or administrator approves a decision.

A person who wants to make his/her own decisions would be quickly discouraged here.

Students have to ask their teacher before they do almost anything.

Any decision a student makes has to have a teacher's approval.

Standardization/Order

Teachers strictly follow all rules and procedures in this school.

Teachers use only established methods for teaching and for solving student problems.

Most of the students seem unclear as to the goals of our school. (R)

There is a clear set of rules for students to follow in this school.

Students in this school usually have assigned school work to do.

A school-wide discipline plan has been adopted and enforced.

Classrooms are usually neat and clean.

The school building is kept clean and neat.

The school building is kept in good repair.

The school grounds are neat and attractive.

Students in this school are well-behaved even when the teachers are not watching them.

Most students would do their work even if the teacher stepped out of the classroom.

Taking attendance and other tasks do not interfere with classroom teaching.

Teachers spend almost all classroom time in learning activities.

Outside interruptions of the classroom are few.

Students know what is expected of them in school and classes.

Response Sca

1 = Most pec
2 = Most pec
3 = Most pec
4 = Most pec
5 = Most pec

Response Scale:

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement

APPENDIX G

TEACHER REWARD CLIMATE ITEMS

To what exte

1 = Not
2 = Ver
3 = Som
4 = Qui
5 = A g

Social

Praise

Intrinsic

Formal

Extrinsic

Pay inc

Better

Promot

Better

TEACHER REWARD CLIMATE

To what extent are the following used to reward teachers:

1 = Not at all
2 = Very little
3 = Somewhat
4 = Quite a bit
5 = A great deal

(Social)

Praise from others

(Intrinsic)

Formal recognition or awards

(Extrinsic)

Pay increases

Better teaching assignments

Promotional opportunities

Better classrooms

APPENDIX H

STUDENT REWARD CLIMATE ITEMS

Social

Teacher

Intrinsic

Student

Extrinsic

Teacher

Response Sca

1 = Most pe
2 = Most pe
3 = Most pe
4 = Most pe
5 = Most pe

STUDENT REWARD CLIMATE

(Social)

Teachers praise students more often than they scold them.

(Intrinsic)

Students are given awards or recognition for good work.

(Extrinsic)

Teachers give students the grades they deserve.

Response Scale:

1 = Most people would strongly disagree with this statement
2 = Most people would disagree with this statement
3 = Most people would neither agree nor disagree with this statement
4 = Most people would agree with this statement
5 = Most people would strongly agree with this statement

APPENDIX I

AGREEMENT INDICES AND CLIMATE DIMENSION SCORES BY SCHOOL FOR TEACHERS

AGGR

SCHOOL

SCHOOL

RWGJ

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SCHOOL

RWGJ

AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHOOL) 1			
RWGJ	.86	.96	.97
(SCHOOL) 2			
RWGJ	.93	.97	.97
(SCHOOL) 3			
RWGJ	.92	.99	.98
(SCHOOL) 4			
RWGJ	.97	1.00	.97
(SCHOOL) 5			
RWGJ	.84	.96	.95
(SCHOOL) 6			
RWGJ	.85	.97	.80
(SCHOOL) 7			
RWGJ	.88	.98	.96
(SCHOOL) 8			
RWGJ	.90	.98	.96
(SCHOOL) 9			
RWGJ	.73	.94	.94

AGGR

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(SCHOOL)

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(SCHOOL)

RWGJ

AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHOOL) 10			
RWGJ	.94	.96	.97
(SCHOOL) 11			
RWGJ	.79	.96	.94
(SCHOOL) 12			
RWGJ	.94	.98	.98
(SCHOOL) 13			
RWGJ	.80	.96	.95
(SCHOOL) 14			
RWGJ	.92	.98	.97
(SCHOOL) 15			
RWGJ	.90	.98	.98
(SCHOOL) 16			
RWGJ	.89	.98	.97
(SCHOOL) 17			
RWGJ	.97	.98	.95
(SCHOOL) 18			
RWGJ	.75	.97	.96

AGGR

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AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHOOL) 19			
RWGJ	.82	.98	.96
(SCHOOL) 20			
RWGJ	.70	.95	.91
(SCHOOL) 21			
RWGJ	.78	.97	.95
(SCHOOL) 22			
RWGJ	.90	.95	.96
(SCHOOL) 23			
RWGJ	.95	.98	.97
(SCHOOL) 24			
RWGJ	.84	.95	.95
(SCHOOL) 25			
RWGJ	.55	.95	.96
(SCHOOL) 26			
RWGJ	.96	.98	.98
(SCHOOL) 27			
RWGJ	.88	.98	.98

AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHOOL) 28			
RWGJ	.69	.98	.94
(SCHOOL) 29			

AGRE

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RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL		GROW	INNOV	AUTON
(SCHOOL) 1				
	RWGJ	.89	.84	.91
(SCHOOL) 2				
	RWGJ	.95	.93	.92
(SCHOOL) 3				
	RWGJ	.97	.98	.93
(SCHOOL) 4				
	RWGJ	.97	.99	.90
(SCHOOL) 5				
	RWGJ	.90	.82	.96
(SCHOOL) 6				
	RWGJ	.98	.84	.91
(SCHOOL) 7				
	RWGJ	.97	.90	.91
(SCHOOL) 8				
	RWGJ	.98	.91	.88
(SCHOOL) 9				
	RWGJ	.94	.82	.76

AGRE

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

CHOOL	GROW	INNOV	AUTON
SCHOOL) 10			
RWGJ	.95	.90	.93
SCHOOL) 11			
RWGJ	.88	.85	.88
SCHOOL) 12			
RWGJ	.96	.97	.94
SCHOOL) 13			
RWGJ	.92	.88	.86
CHOOL) 14			
RWGJ	.97	.94	.90
CHOOL) 15			
RWGJ	.92	.95	.83
CHOOL) 16			
RWGJ	.94	.90	.88
CHOOL) 17			
RWGJ	.98	.95	.88
CHOOL) 18			
RWGJ	.95	.93	.81

AGRE

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHOOL) 19			
RWGJ	.93	.85	.85
(SCHOOL) 20			
RWGJ	.91	.81	.79
(SCHOOL) 21			
RWGJ	.93	.85	.93
(SCHOOL) 22			
RWGJ	.97	.89	.80
(SCHOOL) 23			
RWGJ	.96	.91	.85
(SCHOOL) 24			
RWGJ	.93	.82	.94
(SCHOOL) 25			
RWGJ	.96	.89	.88
(SCHOOL) 26			
RWGJ	.98	.96	.92
(SCHOOL) 27			
RWGJ	.97	.94	.95

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHOOL) 28			
RWGJ	.96	.83	.56
(SCHOOL) 29			
RWGJ	.98	.79	.81

AGR

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHOOL) 1			
RWGJ	.34	.88	.97
(SCHOOL) 2			
RWGJ	.57	.76	.98
(SCHOOL) 3			
RWGJ	.70	.90	.98
(SCHOOL) 4			
RWGJ	.62	.95	.98
(SCHOOL) 5			
RWGJ	.32	.97	.96
(SCHOOL) 6			
RWGJ	.37	.90	.96
(SCHOOL) 7			
RWGJ	.49	.85	.97
(SCHOOL) 8			
RWGJ	.49	.95	.98
(SCHOOL) 9			
RWGJ	.78	.88	.91

AGR

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHOOL) 10			
RWGJ	.70	.86	.98
(SCHOOL) 11			
RWGJ	.48	.86	.96
(SCHOOL) 12			
RWGJ	.75	.85	.98
(SCHOOL) 13			
RWGJ	.75	.86	.96
(SCHOOL) 14			
RWGJ	.54	.75	.98
(SCHOOL) 15			
RWGJ	.63	.96	.98
(SCHOOL) 16			
RWGJ	.46	.97	.98
(SCHOOL) 17			
RWGJ	.62	.15	.98
(SCHOOL) 18			
RWGJ	.53	.70	.97

AGE

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

CHOOL	ACHIEV	HIER	STRUCT
SCHOOL) 19			
RWGJ	.42	.90	.95
SCHOOL) 20			
RWGJ	.46	.70	.89
SCHOOL) 21			
RWGJ	.50	.92	.97
SCHOOL) 22			
RWGJ	.53	.80	.96
SCHOOL) 23			
RWGJ	.47	.93	.98
SCHOOL) 24			
RWGJ	.39	.80	.95
SCHOOL) 25			
RWGJ	.66	.56	.96
CHOOL) 26			
RWGJ	.64	.90	.98
CHOOL) 27			
RWGJ	.64	.91	.99

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

CHOOL	ACHIEV	HIER	STRUCT
SCHOOL) 28			
RWGJ	.48	.00	.97
SCHOOL) 29			
RWGJ	.33	.89	.97

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RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

HOOL		SOCIAL	INTRIN	EXTRIN
CHOOL)	1			
RWGJ		.67	0	.81
CHOOL)	2			
RWGJ		.24	.46	.93
CHOOL)	3			
RWGJ		.72	.32	.93
CHOOL)	4			
RWGJ		1.00	1.00	.84
CHOOL)	5			
RWGJ		.15	.90	.86
CHOOL)	6			
RWGJ		.83	.83	.87
CHOOL)	7			
RWGJ		.60	.75	.91
CHOOL)	8			
RWGJ		.33	.71	.93
CHOOL)	9			
RWGJ		.41	.79	.70

AGE

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHOOL) 10			
RWGJ	.61	.82	.60
(SCHOOL) 11			
RWGJ	.44	.42	.90
(SCHOOL) 12			
RWGJ	.52	.43	.74
(SCHOOL) 13			
RWGJ	.52	.60	.88
(SCHOOL) 14			
RWGJ	.27	.72	.62
(SCHOOL) 15			
RWGJ	.43	.37	.80
(SCHOOL) 16			
RWGJ	0	.40	.22
(SCHOOL) 17			
RWGJ	.72	.57	.64
(SCHOOL) 18			
RWGJ	.67	.51	.74

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

CHOOL	SOCIAL	INTRIN	EXTRIN
SCHOOL) 19			
RWGJ	.52	.61	.87
SCHOOL) 20			
RWGJ	.14	.59	.79
CHOOL) 21			
RWGJ	.12	.63	.55
CHOOL) 22			
RWGJ	.32	.57	.81
CHOOL) 23			
RWGJ	.72	.85	.86
CHOOL) 24			
RWGJ	.49	.28	.93
CHOOL) 25			
RWGJ	.75	.47	.59
CHOOL) 26			
RWGJ	.58	.75	.92
CHOOL) 27			
RWGJ	-.13	.88	.96

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RWGJ

ISCHOOL) 29

RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR TEACHERS

HOOL	SOCIAL	INTRIN	EXTRIN
CHOOL) 28			
RWGJ	.19	.71	.92
CHOOL) 29			
RWGJ	.90	.90	.66

SCHOOL

SCHCODE

MEAN
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N

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MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 1			
MEAN	2.33	2.99	2.94
SD	.45	.40	.38
N	7	8	8
(SCHCODE) 2			
MEAN	2.19	2.82	2.81
SD	.40	.45	.36
N	16	15	18
(SCHCODE) 3			
MEAN	2.55	3.11	3.32
SD	.52	.27	.22
N	12	13	15
(SCHCODE) 4			
MEAN	1.82	2.55	2.64
SD	.41	.15	.25
N	4	3	5
(SCHCODE) 5			
MEAN	1.33	2.18	2.32
SD	.80	.34	.36
N	7	8	9
(SCHCODE) 6			
MEAN	2.09	2.96	2.74
SD	.72	.41	.57
N	5	6	7
(SCHCODE) 7			
MEAN	1.36	2.58	2.42
SD	.76	.42	.48
N	36	31	38

SCHOOL

SCHCODE

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SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 8			
MEAN	1.89	2.88	3.00
SD	.68	.33	.24
N	10	10	10
(SCHCODE) 9			
MEAN	1.12	2.35	2.12
SD	.86	.73	.58
N	25	18	26
(SCHCODE) 10			
MEAN	1.23	2.42	2.50
SD	.66	.53	.42
N	16	14	16
(SCHCODE) 11			
MEAN	1.38	2.79	2.71
SD	.86	.58	.54
N	28	19	28
(SCHCODE) 12			
MEAN	2.72	3.16	3.11
SD	.42	.38	.33
N	14	14	15
(SCHCODE) 13			
MEAN	1.34	2.54	2.13
SD	.86	.45	.43
N	14	10	16
(SCHCODE) 14			
MEAN	2.00	3.02	2.71
SD	.48	.32	.47
N	13	7	13

SCHOOL

SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL		PART	COOP	WARM
CHCODE)	15			
MEAN		1.97	3.06	3.16
SD		.66	.28	.36
N		16	12	17
CHCODE)	16			
MEAN		2.08	2.99	2.87
SD		.57	.46	.34
N		20	15	21
CHCODE)	17			
MEAN		1.63	3.06	2.70
SD		.81	.37	.60
N		16	12	16
CHCODE)	18			
MEAN		1.31	2.93	2.78
SD		.73	.42	.46
N		41	34	44
HCODE)	19			
MEAN		1.24	2.43	2.51
SD		.69	.56	.50
N		27	17	27
HCODE)	20			
MEAN		1.51	2.63	2.41
SD		.90	.59	.67
N		26	19	27
HCODE)	21			
MEAN		1.95	3.11	3.18
SD		.76	.46	.44
N		27	24	32

SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL	PART	COOP	WARM
CHCODE) 22			
MEAN	1.74	2.69	2.67
SD	.59	.40	.39
N	18	14	17
HCODE) 23			
MEAN	2.14	3.12	3.06
SD	.57	.18	.21
N	10	7	10
HCODE) 24			
MEAN	1.79	2.81	2.80
SD	.62	.59	.39
N	15	13	15
HCODE) 25			
MEAN	2.26	3.24	3.35
SD	.97	.61	.52
N	13	15	15
ICODE) 26			
MEAN	2.14	3.24	3.23
SD	.49	.29	.40
N	12	11	12
CODE) 27			
MEAN	2.53	3.20	2.94
SD	.81	.17	.34
N	10	5	10
CODE) 28			
MEAN	1.72	2.88	2.55
SD	.79	.37	.33
N	14	13	13

SCHOOL

SCHCODE) 2

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL	PART	COOP	WARM
CODE) 29			
MEAN	1.18	2.64	2.46
SD	.77	.39	.58
N	16	10	15

SCHCODE

SCHCODE

MEAN
SD
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SCHCODE

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SD
N

SCHCODE

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SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL		GROW	INNOV	AUTON
CHCODE)	1			
MEAN		3.09	2.39	2.60
SD		.60	.79	.61
N		9	9	8
HCODE)	2			
MEAN		2.98	2.33	2.53
SD		.32	.48	.51
N		18	21	21
HCODE)	3			
MEAN		3.27	2.87	2.49
SD		.46	.62	.54
N		11	14	14
HCODE)	4			
MEAN		2.85	2.27	2.60
SD		.56	.53	.28
N		3	5	4
HCODE)	5			
MEAN		2.03	1.78	2.48
SD		.51	.58	.42
N		8	10	10
HCODE)	6			
MEAN		2.96	2.76	3.06
SD		.38	.23	.51
N		6	7	7
ICODE)	7			
MEAN		2.95	2.40	1.82
SD		.32	.59	.46
N		40	38	40

SCHOOL

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SD
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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL		GROW	INNOV	AUTON
CHCODE)	8			
MEAN		3.07	2.46	2.62
SD		.22	.51	.34
N		10	9	9
CHCODE)	9			
MEAN		2.42	1.88	2.24
SD		.43	.76	.66
N		26	23	23
HCODE)	10			
MEAN		2.79	2.01	2.11
SD		.54	.56	.44
N		14	13	15
HCODE)	11			
MEAN		2.87	2.21	1.72
SD		.68	.86	.77
N		26	21	29
HCODE)	12			
MEAN		3.20	2.87	3.10
SD		.47	.33	.46
N		15	15	16
HCODE)	13			
MEAN		2.67	2.53	2.44
SD		.69	.87	.61
N		13	17	15
ICODE)	14			
MEAN		3.11	2.65	2.47
SD		.43	.47	.69
N		12	11	12

SCHOOL

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N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL		GROW	INNOV	AUTON
CHCODE)	15			
MEAN		2.92	2.43	2.61
SD		.43	.43	.50
N		15	16	17
CHCODE)	16			
MEAN		3.00	2.64	2.57
SD		.44	.60	.49
N		23	25	24
CHCODE)	17			
MEAN		3.24	2.58	2.44
SD		.51	.57	.73
N		15	17	15
HCODE)	18			
MEAN		3.35	2.96	2.14
SD		.42	.61	.66
N		41	42	44
HCODE)	19			
MEAN		2.75	2.24	2.12
SD		.59	.71	.61
N		28	30	29
HCODE)	20			
MEAN		3.17	2.12	1.91
SD		.47	1.04	.69
N		23	27	25
HCODE)	21			
MEAN		3.00	2.90	2.88
SD		.47	.63	.50
N		30	30	31

SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL	GROW	INNOV	AUTON
CODE) 22			
MEAN	2.95	2.37	2.15
SD	.34	.67	.71
N	15	15	16
CODE) 23			
MEAN	3.10	2.67	2.85
SD	.35	.44	.57
N	11	11	11
CODE) 24			
EAN	2.92	2.66	2.60
SD	.47	.78	.59
N	14	16	15
ODE) 25			
EAN	3.47	2.71	2.72
SD	.50	.64	.64
N	15	13	13
ODE) 26			
EAN	3.36	3.03	2.36
SD	.34	.37	.34
N	12	11	11
DDE) 27			
EAN	3.19	2.70	2.50
SD	.35	.62	.40
N	9	10	8
DE) 28			
AN	3.32	2.38	2.13
SD	.43	.66	.77
N	14	14	14

SCHOOL

SCHCODE

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OOL		GROW	INNOV	AUTON
HCODE) 29				
	MEAN	3.27	2.54	2.13
	SD	.39	.69	.65
	N	15	17	15

SCHOOL

SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL		ACHIEV	HIER	STRUCT
CODE)	1			
MEAN		2.88	.93	2.65
SD		.47	.66	.43
N		8	9	8
CODE)	2			
MEAN		2.87	1.18	2.79
SD		.30	.78	.50
N		20	20	20
CODE)	3			
MEAN		3.05	1.00	3.09
SD		.34	.66	.30
N		14	13	13
CODE)	4			
MEAN		2.70	1.44	2.54
SD		.39	.59	.14
N		5	5	3
ODE)	5			
EAN		1.69	1.40	1.94
SD		.59	.44	.39
N		9	8	6
ODE)	6			
EAN		2.16	.83	2.63
SD		.50	.57	.48
N		5	7	5
ODE)	7			
EAN		2.68	2.12	2.56
SD		.47	.76	.39
N		42	40	39

SCHOOL

SCHCODE

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MEAN
SD
N

SCHCODE

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL	ACHIEV	HIER	STRUCT
CODE) 8			
MEAN	2.86	.85	2.83
SD	.29	.66	.43
N	11	11	9
CODE) 9			
MEAN	1.95	1.53	1.95
SD	.78	.81	.68
N	27	24	22
CODE) 10			
EAN	2.23	1.66	2.59
SD	.63	.68	.41
N	15	16	13
ODE) 11			
EAN	2.81	2.26	2.78
SD	.52	1.15	.49
N	28	31	24
ODE) 12			
EAN	3.14	.81	2.92
SD	.40	.65	.40
N	17	16	11
ODE) 13			
EAN	2.16	1.65	2.32
SD	.61	.91	.45
N	15	16	13
ODE) 14			
AN	2.81	1.40	2.88
SD	.45	.84	.41
N	12	13	10

SCHOOL

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SD
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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL	ACHIEV	HIER	STRUCT
CODE) 15			
MEAN	2.90	.98	2.95
SD	.32	.63	.23
N	16	16	14
CODE) 16			
MEAN	2.90	1.30	3.00
SD	.36	.69	.40
N	22	23	19
CODE) 17			
MEAN	2.96	1.85	2.83
SD	.43	1.16	.43
N	16	15	11
CODE) 18			
EAN	3.32	1.54	3.09
SD	.37	.94	.42
N	46	47	37
ODE) 19			
EAN	2.54	1.96	2.56
SD	.66	.86	.50
N	30	34	28
ODE) 20			
EAN	2.40	2.01	2.27
SD	.79	1.06	.74
N	22	27	24
ODE) 21			
EAN	2.93	1.11	2.72
SD	.45	.65	.44
N	35	35	27

SCHOOL

SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OOL	ACHIEV	HIER	STRUCT
HCODE) 22			
MEAN	2.75	1.72	2.57
SD	.38	1.12	.48
N	18	18	17
HCODE) 23			
MEAN	2.93	.80	2.92
SD	.24	.63	.27
N	11	10	10
ICODE) 24			
MEAN	2.96	1.29	2.83
SD	.35	.86	.43
N	14	16	12
CODE) 25			
MEAN	3.36	.96	2.91
SD	.60	.98	.43
N	14	15	13
CODE) 26			
MEAN	3.22	1.55	3.15
SD	.46	.54	.24
N	13	12	10
CODE) 27			
MEAN	3.10	1.25	3.19
SD	.20	.87	.20
N	9	11	6
CODE) 28			
EAN	2.71	1.78	2.84
SD	.58	1.25	.49
N	12	13	9

SC-DOL

SCHCODE) 2

MEAN
SC
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OL	ACHIEV	HIER	STRUCT
CODE) 29			
MEAN	2.92	1.98	2.68
SD	.44	.91	.53
N	18	16	16

SCHCODE

SCHCODE

MEAN
SD
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SCHCODE

MEAN
SD
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SCHCODE

MEAN
SD
N

SCHCODE

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SD
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SCHCODE

MEAN
SD
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SCHCODE

MEAN
SD
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SCHCODE

MEAN
SD
N

SCHCODE

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

CHOOL		SOCIAL	INTRIN	EXTRIN
SCHCODE)	1			
MEAN		2.22	1.44	.69
SD		1.09	1.33	.81
N		9	9	9
CHCODE)	2			
MEAN		2.27	1.36	.69
SD		1.03	.90	.55
N		22	22	22
CHCODE)	3			
MEAN		2.07	1.73	1.32
SD		1.03	1.03	1.28
N		15	15	14
CHCODE)	4			
MEAN		1.60	1.00	1.35
SD		1.34	1.22	1.02
N		5	5	5
CHCODE)	5			
MEAN		.82	.36	.39
SD		1.08	.50	.36
N		11	11	11
HCODE)	6			
MEAN		2.14	1.86	.38
SD		1.07	1.35	.44
N		7	7	6
HCODE)	7			
MEAN		1.74	1.02	1.05
SD		.99	.81	.64
N		42	42	42

SCHCODE

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SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL	SOCIAL	INTRIN	EXTRIN
CHCODE) 8			
MEAN	2.18	1.55	1.05
SD	1.17	.93	.69
N	11	11	10
HCODE) 9			
MEAN	1.29	.50	1.10
SD	.98	.69	.85
N	28	28	28
HCODE) 10			
MEAN	1.61	1.22	1.14
SD	.92	.73	.95
N	18	18	18
HCODE) 11			
MEAN	2.23	1.77	.67
SD	1.18	1.20	.51
N	31	31	30
ICODE) 12			
MEAN	2.38	1.47	1.30
SD	1.09	1.18	.88
N	16	17	16
CODE) 13			
MEAN	1.47	.53	.66
SD	1.12	.80	.51
N	17	17	17
CODE) 14			
MEAN	1.93	1.80	.82
SD	1.33	1.21	.72
N	15	15	15

SCHOOL

SCHCODE

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SCHCODE

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CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

HOOL	SOCIAL	INTRIN	EXTRIN
CHCODE) 15			
MEAN	2.33	1.17	1.25
SD	1.19	1.04	.90
N	18	18	18
HCODE) 16			
MEAN	2.00	1.20	1.35
SD	1.36	1.26	1.03
N	26	25	24
HCODE) 17			
MEAN	2.00	1.41	1.53
SD	1.00	1.06	.88
N	17	17	17
HCODE) 18			
MEAN	2.29	1.50	1.18
SD	1.02	1.03	.69
N	49	48	48
HCODE) 19			
MEAN	1.51	1.32	1.03
SD	.96	1.00	.90
N	37	37	36
CODE) 20			
MEAN	2.07	1.77	1.48
SD	1.17	1.01	.80
N	30	30	29
CODE) 21			
MEAN	2.33	1.42	1.44
SD	.99	.94	.74
N	36	36	36

SCHOOL

SCHCODE

MEAN
SD
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MEAN
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ME

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OOL	SOCIAL	INTRIN	EXTRIN
HCODE) 22			
MEAN	2.22	1.06	1.01
SD	1.11	.94	.77
N	18	18	18
HCODE) 23			
MEAN	1.91	1.09	.91
SD	.83	.83	.70
N	11	11	11
HCODE) 24			
MEAN	2.13	.81	.70
SD	1.02	1.05	.54
N	16	16	16
HCODE) 25			
MEAN	3.40	1.80	.78
SD	.63	1.15	.84
N	15	15	15
HCODE) 26			
MEAN	2.38	1.62	.77
SD	1.19	.87	.49
N	13	13	13
HCODE) 27			
MEAN	2.60	1.55	.30
SD	1.17	.52	.35
N	10	11	11
HCODE) 28			
MEAN	1.44	1.47	.82
SD	1.31	.83	.45
N	16	15	15

SCHOOL

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHCODE
FOR TEACHERS

OOL		SOCIAL	INTRIN	EXTRIN
CHCODE)	29			
MEAN		2.47	2.26	.78
SD		.77	.65	.62
N		19	19	19

APPENDIX J

AGREEMENT INDICES AND CLIMATE DIMENSION SCORES

BY SCHOOL FOR STUDENTS

SCHCOL

SCHCODE

RWG

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RW

AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

HOOL		PART	COOP	WARM
CHCODE)	1			
RWGJ		.76	.96	.96
CHCODE)	2			
RWGJ		.61	.93	.92
CHCODE)	3			
RWGJ		.70	.93	.92
CHCODE)	4			
RWGJ		.65	.94	.93
CHCODE)	5			
RWGJ		.63	.91	.89
HCODE)	6			
RWGJ		.59	.91	.85
HCODE)	7			
RWGJ		.49	.87	.86
HCODE)	8			
RWGJ		.76	.95	.96
HCODE)	9			
RWGJ		.70	.89	.88

SCHCODE

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RWGJ

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SCHCODE

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AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 10			
RWGJ	.47	.69	.75
(SCHCODE) 11			
RWGJ	.72	.93	.94
(SCHCODE) 12			
RWGJ	.65	.90	.87
(SCHCODE) 13			
RWGJ	.56	.84	.81
(SCHCODE) 14			
RWGJ	.69	.93	.93
(SCHCODE) 15			
RWGJ	.78	.95	.93
SCHCODE) 16			
RWGJ	.62	.92	.90
SCHCODE) 17			
RWGJ	.74	.93	.91
SCHCODE) 18			
RWGJ	.63	.92	.91

SCHCODE

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AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

CHOOL	PART	COOP	WARM
SCHCODE) 19			
RWGJ	.59	.90	.89
SCHCODE) 20			
RWGJ	.67	.90	.92
CHCODE) 21			
RWGJ	.80	.95	.93
CHCODE) 22			
RWGJ	.61	.91	.89
CHCODE) 23			
RWGJ	.77	.96	.93
CHCODE) 24			
RWGJ	.50	.89	.90
CHCODE) 25			
RWGJ	.75	.92	.90
CHCODE) 26			
RWGJ	.82	.95	.93
CHCODE) 27			
RWGJ	.69	.92	.90

A

SS-COL

SS-CODE

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SS-CODE

AGGREMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

CHOOL	PART	COOP	WARM
SCHCODE) 28			
RWGJ	.74	.94	.94
SCHCODE) 29			

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

CHOOL		GROW	INNOV	AUTON
SCHCODE)	1			
RWGJ		.96	.83	.89
SCHCODE)	2			
RWGJ		.86	.70	.81
SCHCODE)	3			
RWGJ		.90	.72	.74
SCHCODE)	4			
RWGJ		.90	.59	.79
CHCODE)	5			
RWGJ		.84	.70	.78
CHCODE)	6			
RWGJ		.88	.74	.79
CHCODE)	7			
RWGJ		.80	.52	.61
CHCODE)	8			
RWGJ		.93	.76	.84
CHCODE)	9			
RWGJ		.80	.75	.77

SCHOOL
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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

CHOOL	GROW	INNOV	AUTON
SCHCODE) 10			
RWGJ	.73	.53	.57
SCHCODE) 11			
RWGJ	.87	.65	.82
SCHCODE) 12			
RWGJ	.82	.51	.82
SCHCODE) 13			
RWGJ	.79	.30	.60
SCHCODE) 14			
RWGJ	.92	.76	.78
CHCODE) 15			
RWGJ	.92	.69	.81
CHCODE) 16			
RWGJ	.89	.62	.64
CHCODE) 17			
RWGJ	.89	.71	.80
CHCODE) 18			
RWGJ	.89	.69	.79

SCHCOD
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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

CHOOL	GROW	INNOV	AUTON
SCHCODE) 19			
RWGJ	.85	.64	.75
SCHCODE) 20			
RWGJ	.88	.68	.77
SCHCODE) 21			
RWGJ	.91	.79	.82
SCHCODE) 22			
RWGJ	.86	.61	.69
SCHCODE) 23			
RWGJ	.92	.75	.82
CHCODE) 24			
RWGJ	.82	.44	.70
CHCODE) 25			
RWGJ	.91	.69	.84
CHCODE) 26			
RWGJ	.91	.78	.86
CHCODE) 27			
RWGJ	.83	.59	.68

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 28			
RWGJ	.88	.69	.80
(SCHCODE) 29			
RWGJ	.86	.65	.78

SCHODE

SCHCODE

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RW

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 1			
RWGJ	.31	.80	.96
(SCHCODE) 2			
RWGJ	.24	.76	.95
(SCHCODE) 3			
RWGJ	.26	.60	.95
(SCHCODE) 4			
RWGJ	.18	.73	.94
(SCHCODE) 5			
RWGJ	.27	.80	.93
(SCHCODE) 6			
RWGJ	.34	.66	.92
(SCHCODE) 7			
RWGJ	.19	.65	.91
(SCHCODE) 8			
RWGJ	.24	.82	.97
(SCHCODE) 9			
RWGJ	.33	.67	.92

SCHCOD
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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 10			
RWGJ	.32	.30	.79
(SCHCODE) 11			
RWGJ	.20	.75	.96
(SCHCODE) 12			
RWGJ	.17	.65	.93
(SCHCODE) 13			
RWGJ	.12	.53	.89
(SCHCODE) 14			
RWGJ	.30	.77	.96
(SCHCODE) 15			
RWGJ	.22	.76	.95
(SCHCODE) 16			
RWGJ	.25	.70	.94
(SCHCODE) 17			
RWGJ	.27	.67	.94
(SCHCODE) 18			
RWGJ	.24	.72	.96

SCHCOD

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AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 19			
RWGJ	.25	.75	.93
(SCHCODE) 20			
RWGJ	.24	.71	.96
(SCHCODE) 21			
RWGJ	.30	.77	.96
(SCHCODE) 22			
RWGJ	.23	.68	.94
(SCHCODE) 23			
RWGJ	.26	.76	.96
(SCHCODE) 24			
RWGJ	.13	.65	.93
(SCHCODE) 25			
RWGJ	.25	.76	.94
(SCHCODE) 26			
RWGJ	.30	.78	.97
(SCHCODE) 27			
RWGJ	.21	.68	.93

SCHOOL

SCHCODE

RNG

SCHCODE

RNG

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 28			
RWGJ	.22	.77	.95
(SCHCODE) 29			
RWGJ	.21	.69	.93

AGREE

SCHOOL

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RWGJ

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RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 1			
RWGJ	.71	.57	.71
(SCHCODE) 2			
RWGJ	.44	.42	.47
(SCHCODE) 3			
RWGJ	.60	.72	.44
(SCHCODE) 4			
RWGJ	.63	.55	.37
(SCHCODE) 5			
RWGJ	.55	.52	.39
(SCHCODE) 6			
RWGJ	.33	.36	.36
(SCHCODE) 7			
RWGJ	.40	.45	.30
(SCHCODE) 8			
RWGJ	.67	.66	.52
(SCHCODE) 9			
RWGJ	.36	.42	.40

AGREEM

SCHOOL

(SCHCODE) 10

RWGJ

(SCHCODE) 11

RWGJ

(SCHCODE) 12

RWGJ

(SCHCODE) 13

RWGJ

(SCHCODE) 14

RWGJ

(SCHCODE) 15

RWGJ

(SCHCODE) 16

RWGJ

(SCHCODE) 17

RWGJ

(SCHCODE) 18

RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 10			
RWGJ	.19	.30	.33
(SCHCODE) 11			
RWGJ	.70	.48	.52
(SCHCODE) 12			
RWGJ	.46	.38	.41
(SCHCODE) 13			
RWGJ	.50	.40	.12
(SCHCODE) 14			
RWGJ	.47	.48	.42
(SCHCODE) 15			
RWGJ	.49	.68	.59
(SCHCODE) 16			
RWGJ	.47	.74	.42
(SCHCODE) 17			
RWGJ	.62	.58	.43
(SCHCODE) 18			
RWGJ	.58	.63	.37

AGREE

SCHOO

SCHCODE) 19

RWGJ

SCHCODE) 20

RWGJ

SCHCODE) 21

RWGJ

SCHCODE) 22

RWGJ

SCHCODE) 23

RWGJ

SCHCODE) 24

RWGJ

SCHCODE) 25

RWGJ

SCHCODE) 26

RWGJ

SCHCODE) 27

RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 19			
RWGJ	.35	.48	.31
(SCHCODE) 20			
RWGJ	.66	.51	.46
(SCHCODE) 21			
RWGJ	.54	.62	.47
(SCHCODE) 22			
RWGJ	.64	.40	.43
(SCHCODE) 23			
RWGJ	.66	.50	.45
(SCHCODE) 24			
RWGJ	.54	.42	.33
(SCHCODE) 25			
RWGJ	.79	.51	.24
(SCHCODE) 26			
RWGJ	.37	.71	.35
(SCHCODE) 27			
RWGJ	.56	.65	.40

AGREEM

SCHOOL

SCHCODE) 28

RWGJ

SCHCODE) 29

RWGJ

AGREEMENT INDICES FOR CLIMATES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 28			
RWGJ	.56	.42	.44
(SCHCODE) 29			
RWGJ	.49	.54	.24

CL

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 3

MEAN
SD
N

(SCHCODE) 4

MEAN
SD
N

(SCHCODE) 5

MEAN
SD
N

(SCHCODE) 6

MEAN
SD
N

(SCHCODE) 7

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		PART	COOP	WARM
(SCHCODE)	1			
MEAN		2.01	2.84	2.72
SD		.76	.39	.43
N		39	39	39
(SCHCODE)	2			
MEAN		1.67	2.61	2.21
SD		.90	.56	.57
N		114	114	114
(SCHCODE)	3			
MEAN		2.49	3.02	2.68
SD		.79	.50	.57
N		61	61	61
(SCHCODE)	4			
MEAN		1.76	2.72	2.48
SD		.91	.44	.54
N		47	47	47
(SCHCODE)	5			
MEAN		2.10	2.68	2.02
SD		.70	.63	.53
N		24	24	24
(SCHCODE)	6			
MEAN		2.44	2.80	2.44
SD		.80	.60	.64
N		41	41	41
(SCHCODE)	7			
MEAN		1.80	2.50	1.96
SD		.93	.70	.70
N		184	184	184

CL

SCHOOL

(SCHCODE) 8

MEAN
SD
N

(SCHCODE) 9

MEAN
SD
N

(SCHCODE) 10

MEAN
SD
N

(SCHCODE) 11

MEAN
SD
N

(SCHCODE) 12

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 8			
MEAN	1.99	2.82	2.67
SD	.76	.44	.48
N	41	41	41
(SCHCODE) 9			
MEAN	1.55	2.11	1.58
SD	.93	.67	.65
N	92	92	92
(SCHCODE) 10			
MEAN	1.39	2.30	1.91
SD	.93	.77	.82
N	45	47	47
(SCHCODE) 11			
MEAN	1.30	2.56	2.61
SD	.89	.57	.52
N	118	118	118
(SCHCODE) 12			
MEAN	2.44	2.69	2.33
SD	.94	.58	.61
N	46	46	46
(SCHCODE) 13			
MEAN	1.94	2.45	1.98
SD	.88	.61	.67
N	54	54	54
(SCHCODE) 14			
MEAN	2.09	2.71	2.26
SD	.91	.54	.51
N	61	61	61

SCHOOL

SCHCODE = 15

MEAN
SD
N

SCHCODE = 16

MEAN
SD
N

SCHCODE = 17

MEAN
SD
N

SCHCODE = 18

MEAN
SD
N

SCHCODE = 19

MEAN
SD
N

SCHCODE = 20

MEAN
SD
N

SCHCODE = 21

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 15			
MEAN	2.32	2.86	2.53
SD	.73	.52	.59
N	94	94	94
(SCHCODE) 16			
MEAN	2.31	2.70	2.11
SD	.96	.62	.63
N	104	104	104
(SCHCODE) 17			
MEAN	2.66	2.98	2.48
SD	.81	.53	.64
N	76	76	76
(SCHCODE) 18			
MEAN	1.86	2.59	2.22
SD	.97	.60	.63
N	224	226	226
(SCHCODE) 19			
MEAN	1.75	2.38	2.01
SD	.88	.60	.63
N	132	132	132
(SCHCODE) 20			
MEAN	1.97	2.42	2.16
SD	.96	.65	.57
N	83	83	83
(SCHCODE) 21			
MEAN	2.30	2.96	2.63
SD	.72	.51	.58
N	160	161	161

SCHOOL

SCHCODE 22

MEAN
SD
N

SCHCODE 23

MEAN
SD
N

SCHCODE) 24

MEAN
SD
N

(SCHCODE) 25

MEAN
SD
N

(SCHCODE) 26

MEAN
SD
N

(SCHCODE) 27

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 22			
MEAN	1.85	2.61	2.01
SD	.89	.53	.58
N	81	81	81
(SCHCODE) 23			
MEAN	2.36	2.92	2.53
SD	.77	.48	.56
N	155	156	156
(SCHCODE) 24			
MEAN	1.95	2.58	2.12
SD	1.04	.67	.58
N	65	65	65
(SCHCODE) 25			
MEAN	2.13	2.87	2.82
SD	.79	.62	.72
N	40	40	40
(SCHCODE) 26			
MEAN	2.57	3.02	2.67
SD	.74	.53	.61
N	63	63	63
(SCHCODE) 27			
MEAN	2.12	2.68	2.12
SD	.81	.60	.58
N	64	64	64
(SCHCODE) 28			
MEAN	2.18	2.67	2.45
SD	.83	.53	.52
N	138	140	140

CL

SCHOOL

(SCHCODE) 29

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 29			
MEAN	2.10	2.57	2.20
SD	.97	.63	.58
N	173	172	172

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 3

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		GROW	INNOV	AUTON
(SCHCODE)	1			
MEAN		3.21	2.57	2.62
SD		.40	.66	.48
N		39	39	39
(SCHCODE)	2			
MEAN		2.92	2.06	2.27
SD		.63	.88	.57
N		114	114	114
(SCHCODE)	3			
MEAN		3.16	2.69	2.56
SD		.51	.67	.68
N		61	61	61
(SCHCODE)	4			
MEAN		2.82	2.31	2.41
SD		.49	.89	.63
N		47	47	47
(SCHCODE)	5			
MEAN		2.53	1.99	2.27
SD		.48	.65	.69
N		24	24	24
(SCHCODE)	6			
MEAN		2.91	2.74	2.47
SD		.53	.72	.63
N		41	41	41
(SCHCODE)	7			
MEAN		2.77	2.11	2.04
SD		.69	.98	.78
N		184	183	184

SCHOOL

(SCHCODE) 8

MEAN
SD
N

(SCHCODE) 9

MEAN
SD
N

(SCHCODE) 10

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		GROW	INNOV	AUTON
(SCHCODE) 8				
	MEAN	3.07	2.34	2.45
	SD	.46	.75	.67
	N	41	41	41
(SCHCODE) 9				
	MEAN	2.51	1.42	1.70
	SD	.77	.82	.69
	N	92	92	92
(SCHCODE) 10				
	MEAN	2.77	2.15	1.91
	SD	.79	.89	.82
	N	47	47	47
(SCHCODE) 11				
	MEAN	2.90	2.02	2.23
	SD	.63	.87	.61
	N	118	117	118
(SCHCODE) 12				
	MEAN	2.78	2.32	2.39
	SD	.65	.98	.63
	N	46	46	46
(SCHCODE) 13				
	MEAN	2.67	2.13	1.95
	SD	.63	.98	.70
	N	54	54	54
(SCHCODE) 14				
	MEAN	3.08	2.40	2.22
	SD	.56	.80	.71
	N	61	61	61

SCHOOL

(SCHCODE) '5

MEAN
SD
N

(SCHCODE) '6

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE) 1

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		GROW	INNOV	AUTON
(SCHCODE) 15				
	MEAN	3.12	2.36	2.39
	SD	.55	.86	.60
	N	94	94	94
(SCHCODE) 16				
	MEAN	3.02	2.57	2.22
	SD	.60	.89	.76
	N	104	104	104
(SCHCODE) 17				
	MEAN	3.16	2.85	2.65
	SD	.57	.85	.69
	N	76	76	76
(SCHCODE) 18				
	MEAN	2.92	2.23	2.14
	SD	.59	.86	.68
	N	226	226	226
(SCHCODE) 19				
	MEAN	2.83	2.12	2.12
	SD	.61	.89	.67
	N	132	132	132
(SCHCODE) 20				
	MEAN	2.75	1.93	2.11
	SD	.65	.93	.70
	N	83	83	83
(SCHCODE) 21				
	MEAN	3.11	2.61	2.32
	SD	.55	.76	.65
	N	161	160	161

SCHOOL

(SCHCODE) 22

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 2

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 22			
MEAN	3.01	2.18	2.03
SD	.65	.84	.71
N	81	81	81
(SCHCODE) 23			
MEAN	3.16	2.32	2.41
SD	.57	.80	.65
N	156	156	156
(SCHCODE) 24			
MEAN	2.75	1.77	1.95
SD	.76	1.06	.78
N	65	63	65
(SCHCODE) 25			
MEAN	3.20	2.56	2.46
SD	.54	.83	.65
N	40	40	40
(SCHCODE) 26			
MEAN	3.22	2.69	2.67
SD	.60	.82	.64
N	63	63	63
(SCHCODE) 27			
MEAN	2.61	2.15	2.15
SD	.65	.93	.80
N	64	64	64
(SCHCODE) 28			
MEAN	2.94	2.15	2.22
SD	.64	.88	.68
N	140	140	140

CL

SCHOOL

(SCHCODE) 29

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL (SCHCODE) 29	GROW	INNOV	AUTON
MEAN	2.84	2.14	2.04
SD	.67	.86	.67
N	173	172	172

SCHOOL

'SCHCODE

MEAN
SD
N

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MEAN
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MEAN
SD
N

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MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		ACHIEV	HIER	STRUCT
(SCHCODE)	1			
MEAN		2.68	2.10	2.58
SD		.43	.67	.33
N		39	39	39
(SCHCODE)	2			
MEAN		2.35	2.34	2.57
SD		.48	.78	.43
N		114	114	114
(SCHCODE)	3			
MEAN		2.63	1.99	2.94
SD		.41	.82	.37
N		61	61	61
(SCHCODE)	4			
MEAN		2.49	2.65	2.55
SD		.42	.69	.36
N		47	47	47
(SCHCODE)	5			
MEAN		2.27	2.42	2.17
SD		.50	.64	.42
N		24	24	24
(SCHCODE)	6			
MEAN		2.48	2.49	2.67
SD		.64	.87	.54
N		41	41	41
(SCHCODE)	7			
MEAN		2.23	2.58	2.37
SD		.59	.83	.52
N		184	183	184

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE)

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(SCHCODE)

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SD
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CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		ACHIEV	HIER	STRUCT
(SCHCODE) 8				
	MEAN	2.64	2.30	2.77
	SD	.39	.78	.33
	N	41	41	41
(SCHCODE) 9				
	MEAN	1.84	2.31	1.90
	SD	.58	.86	.60
	N	92	92	92
(SCHCODE) 10				
	MEAN	2.00	2.19	2.09
	SD	.62	.86	.65
	N	47	45	47
(SCHCODE) 11				
	MEAN	2.66	2.49	2.82
	SD	.52	.78	.42
	N	118	118	118
(SCHCODE) 12				
	MEAN	2.33	2.11	2.53
	SD	.60	.83	.48
	N	46	46	46
(SCHCODE) 13				
	MEAN	2.21	2.08	2.25
	SD	.66	.88	.45
	N	54	54	54
(SCHCODE) 14				
	MEAN	2.45	2.10	2.62
	SD	.57	.74	.46
	N	61	61	61

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(SCHCODE) 17

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SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 15			
MEAN	2.70	2.17	2.57
SD	.56	.80	.46
N	94	94	94
(SCHCODE) 16			
MEAN	2.44	2.57	2.63
SD	.58	.83	.50
N	104	104	104
(SCHCODE) 17			
MEAN	2.66	2.31	2.77
SD	.55	.83	.49
N	76	76	76
(SCHCODE) 18			
MEAN	2.57	2.35	2.81
SD	.53	.81	.43
N	226	226	226
(SCHCODE) 19			
MEAN	2.25	2.45	2.36
SD	.57	.70	.51
N	132	132	132
(SCHCODE) 20			
MEAN	2.28	2.43	2.58
SD	.52	.83	.43
N	83	83	83
(SCHCODE) 21			
MEAN	2.64	2.00	2.74
SD	.53	.81	.48
N	161	161	161

SCHOOL

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 2

MEAN
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N

(SCHCODE) 2

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SD
N

(SCHCODE)

MEAN
SD
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CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 22			
MEAN	2.33	2.55	2.47
SD	.56	.76	.44
N	81	81	81
(SCHCODE) 23			
MEAN	2.55	2.05	2.70
SD	.49	.75	.44
N	156	156	156
(SCHCODE) 24			
MEAN	2.37	2.63	2.68
SD	.50	.89	.48
N	65	65	65
(SCHCODE) 25			
MEAN	2.89	2.17	2.77
SD	.58	.70	.57
N	40	40	40
(SCHCODE) 26			
MEAN	2.64	2.14	3.01
SD	.51	.77	.43
N	63	63	63
(SCHCODE) 27			
MEAN	2.30	2.27	2.38
SD	.57	.77	.55
N	64	64	64
(SCHCODE) 28			
MEAN	2.40	2.19	2.68
SD	.51	.79	.43
N	140	139	140

CL

SCHOOL

SCHCODE = 29

MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 29			
MEAN	2.30	2.56	2.45
SD	.52	.80	.50
N	173	172	173

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
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MEAN
SD
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CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		SOCIAL	INTRIN	EXTRIN
(SCHCODE)	1			
MEAN		3.18	3.03	2.49
SD		.76	.93	.76
N		39	39	39
(SCHCODE)	2			
MEAN		2.76	2.56	1.82
SD		1.06	1.08	1.03
N		112	112	104
(SCHCODE)	3			
MEAN		3.28	3.48	1.71
SD		.90	.75	1.06
N		61	60	56
(SCHCODE)	4			
MEAN		3.20	2.83	1.80
SD		.86	.95	1.12
N		46	46	45
(SCHCODE)	5			
MEAN		3.09	2.79	1.29
SD		.95	.98	1.10
N		23	24	21
(SCHCODE)	6			
MEAN		2.95	3.00	1.82
SD		1.15	1.13	1.14
N		40	40	38
(SCHCODE)	7			
MEAN		2.81	2.83	1.54
SD		1.09	1.04	1.18
N		182	178	171

SCHOOL

(SCHCODE)

MEAN
SD
N

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MEAN
SD
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MEAN
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N

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MEAN
SD
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		SOCIAL	INTRIN	EXTRIN
(SCHCODE)	8			
MEAN		3.05	3.02	2.21
SD		.81	.82	.98
N		40	41	39
(SCHCODE)	9			
MEAN		2.04	2.29	1.01
SD		1.13	1.07	1.09
N		91	90	92
(SCHCODE)	10			
MEAN		2.77	2.39	1.14
SD		1.27	1.19	1.16
N		47	44	42
(SCHCODE)	11			
MEAN		2.90	2.61	1.69
SD		.77	1.02	.98
N		117	118	115
(SCHCODE)	12			
MEAN		2.89	2.70	1.84
SD		1.04	1.11	1.09
N		44	46	43
(SCHCODE)	13			
MEAN		2.77	2.94	1.48
SD		1.00	1.10	1.33
N		52	50	50
(SCHCODE)	14			
MEAN		2.61	2.87	1.50
SD		1.03	1.02	1.08
N		59	60	56

SCHOOL

(SCHCODE)

MEAN
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CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 15			
MEAN	2.85	2.97	1.88
SD	1.01	.80	.91
N	93	94	85
(SCHCODE) 16			
MEAN	2.80	3.41	1.30
SD	1.03	.72	1.08
N	103	101	96
(SCHCODE) 17			
MEAN	3.08	3.29	2.07
SD	.88	.92	1.07
N	76	73	72
(SCHCODE) 18			
MEAN	2.88	3.04	1.66
SD	.92	.86	1.12
N	220	226	212
(SCHCODE) 19			
MEAN	2.45	2.77	1.52
SD	1.14	1.02	1.18
N	129	130	119
(SCHCODE) 20			
MEAN	2.90	2.57	1.44
SD	.82	.99	1.04
N	83	80	82
(SCHCODE) 21			
MEAN	2.95	3.11	1.84
SD	.96	.87	1.03
N	158	160	153

SCHOOL

(SCHCODE) 2

MEAN
SD
N

(SCHCODE) 1

MEAN
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CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 22			
MEAN	3.00	2.59	1.40
SD	.85	1.10	1.07
N	78	80	77
(SCHCODE) 23			
MEAN	3.02	2.91	2.02
SD	.83	1.00	1.05
N	152	151	143
(SCHCODE) 24			
MEAN	2.68	2.92	1.36
SD	.95	1.08	1.16
N	62	62	61
(SCHCODE) 25			
MEAN	3.00	3.45	2.20
SD	.65	.99	1.23
N	39	40	35
(SCHCODE) 26			
MEAN	3.00	3.03	2.28
SD	1.12	.77	1.14
N	63	62	60
(SCHCODE) 27			
MEAN	2.94	3.23	1.76
SD	.94	.83	1.10
N	64	64	62
(SCHCODE) 28			
MEAN	2.65	2.78	1.79
SD	.94	1.08	1.06
N	136	133	132

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SCHOOL

(SCHCODE) 29

MEAN
SC
N

CLIMATE DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 29			
MEAN	2.67	2.97	1.80
SD	1.01	.95	1.23
N	168	172	160

APPENDIX K

TEACHER PERSONAL ORIENTATION ITEMS BY DIMENSION

Participat

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TEACHER PERSONAL ORIENTATION ITEMS

Participative

I prefer to have input into decisions about what happens at school.

I like to be involved in anything that affects this school.

I usually share my ideas and feelings about the school with other staff members.

I try to think of new ways to change how things are done in this school.

I enjoy contributing new ideas to school programs and activities.

Cooperative/Open

I like helping other staff members who have a heavy workload.

I go out of my way to try to help other teachers or students with school problems.

I think it is important to volunteer for school activities and committees, even if it is not formally required.

I try to work with other teachers whenever I have the opportunity.

I am always open to suggestions from others about school-related matters.

I think I am good at listening to others opinions and complaints.

Warm/Affiliative

I try hard to be friendly with other teachers and staff members at this school.

I try to get along with everyone at school.

I think it is important to develop friendships with other staff members at school.

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Growth-Oriented

I like opportunities to extend my range of teaching abilities.

I strive to continually develop my teaching skills.

Developing and growing professionally gives me a great deal of satisfaction.

I think teachers should constantly try to improve their teaching skills.

I like learning new things about teaching.

Innovative/Creative

I enjoy thinking of original plans and programs for teaching.

I am always seeking new and creative ways to teach.

I prefer to teach in exactly the same way every year. (R)

Other teachers often ask me for help with creative teaching methods.

I am generally one of the first teachers to try out something new.

Autonomous

I try to be my own boss at work.

I prefer to be left alone to do my job.

I like to make my own decisions about how to proceed with my teaching.

I resent having to behave like other teachers just to please the administrative staff.

Achievement-Oriented

I try hard to improve on my past teaching performance, no matter how good it is.

I try to work to my fullest potential.

I set high standards for myself at work.

I prefer challenging and stimulating teaching assignments.

There is nothing as satisfying to me as doing the best possible job.

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Hierarchically Oriented

I think school administrators are in the best position to make important decisions about the school.

I prefer to check my decisions with the school administrative staff before taking action.

I think a person's first real loyalty within the school should be to the administrative staff.

I prefer to rely on the decisions of the school administrators.

I would have a lot of respect for the school administrator, no matter who held the position.

I usually feel better when I know my work or decisions will first be approved by someone from the administrative staff.

Structured and Orderly

I usually teach with very detailed and organized lesson plans.

I think all rules and regulations should be strictly followed at school.

I like to keep my classroom and work area very neat and organized.

I get annoyed with students and other teachers who are disorganized.

I try to make plans for every minute in the school day.

I cannot work well without set procedures and guidelines.

I like to adhere to a strict time schedule for teaching, meeting, and activities.

I get irritated when I have to change my plans due to interruptions or unforseen events.

Response Scale:
0 = Strongly Agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

APPENDIX L

STUDENT PERSONAL ORIENTATION ITEMS BY DIMENSION

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STUDENT PERSONAL ORIENTATION ITEMS

Participative

I prefer to have input into decisions about what happens at school.

I like to be involved in anything that affects this school.

I usually share my ideas and feelings about the school with students or teachers.

I try to think of new ways to change how things are done in this school.

I enjoy contributing new ideas to school programs and activities.

Cooperative/Open

I like helping other students who have trouble with their school work.

I go out of my way to try to help other students with school problems.

I think it is important to volunteer for school activities and committees, even if I don't have to.

I try to work on school projects with other students whenever I have the chance.

I am always open to suggestions from others about school things.

I think I am good at listening to others' opinions and complaints.

Warm/Affiliative

I try hard to be friendly with other students at this school.

I try to get along with everyone at school.

I usually have lots of friends at school.

Growth-Ori

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Growth-Oriented

I like to participate in activities that help me learn or grow.

I always try to improve myself as much as possible.

Knowing that I am learning a lot gives me a lot of satisfaction.

I think students should always try to learn as much as possible.

I like learning new things.

Innovative/Creative

I enjoy thinking of original ways to do my school assignments.

I try to be creative when I do my school assignments.

I often ask my teacher if I can complete my assignment in a different way.

Other students often ask me for help with creative projects.

I am usually one of the first students to try out something new.

Autonomous

I like it when I can work at my own pace.

When I have a choice, I like to do my schoolwork by myself instead of in a group.

I like to make my own decisions about how to do my school work.

I think the best classes are the ones where students can plan their own work.

I like to pick the classes I take.

I try to do my homework and assignments on my own instead of with friends.

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Achievement-Oriented

I try hard to improve my school performance, no matter how good it is.

I try to work to my fullest potential.

I set high standards for myself at school.

I like challenging and stimulating school assignments.

I feel good when I know that I did the best possible job on my school work.

Hierarchically-Oriented

I think teachers or the school administrator are the best people to make important decisions about the school.

I prefer to check my ideas with my teachers before I start working.

I think students should always do what their teachers or the administrators recommend.

I prefer to rely on the decisions of the school administrators or my teachers.

I would have a lot of respect for the school administrator or a teacher, no matter who it was.

I feel better when I have to get my teacher's approval for my ideas.

Structured/Orderly

I usually make very detailed plans for doing my schoolwork.

I think all rules and regulations should be strictly followed at school.

I like to keep my locker, notebooks, and work area very neat and organized.

I get annoyed with other students and teachers who are disorganized.

I try to plan out every minute in the school day.

Response S

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Response Scale:

0 = Strongly Agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly disagree

APPENDIX M

TEACHER REWARD ORIENTATION ITEMS

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Response

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3 = Neit
2 = Disa
1 = Stro

TEACHER REWARD ORIENTATION

(Social)

I work best when I receive praise from teachers or other staff members.

(Intrinsic)

I work best when I receive formal recognition or awards for my work.

(Extrinsic)

I work best when I receive pay increases.

I work best when I receive better teaching assignments.

I work best if I know I might be promoted for doing good work.

Response Scale:

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly disagree

APPENDIX N

STUDENT REWARD ORIENTATION ITEMS

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Response

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4 = Agre
3 = Neit
2 = Disa
1 = Stro

STUDENT REWARD ORIENTATION

(Social)

I do my best schoolwork when the teacher praises me.

I do my best schoolwork when other students praise me.

(Intrinsic)

I do my best schoolwork when I get awards for my work.

(Extrinsic)

I do my best schoolwork when I get good grades.

Response Scale:

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly disagree

APPENDIX O

TEACHER PERSONAL ORIENTATION SCORES BY SCHOOL

PERS

SCHOOL

(SCHCODE)

MEAN
SD
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(SCHCODE)

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(SCHCODE

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SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL		PART	COOP	WARM
(SCHCODE)	1			
MEAN		2.84	2.85	3.22
SD		.40	.38	.47
N		9	9	9
(SCHCODE)	2			
MEAN		2.57	2.66	3.06
SD		.44	.30	.54
N		23	23	23
(SCHCODE)	3			
MEAN		2.87	2.97	3.49
SD		.48	.43	.40
N		15	15	15
(SCHCODE)	4			
MEAN		2.67	2.56	2.89
SD		.41	.34	.46
N		6	6	6
(SCHCODE)	5			
MEAN		2.56	2.70	3.03
SD		.41	.28	.60
N		10	10	10
(SCHCODE)	6			
MEAN		2.67	2.59	2.70
SD		.64	.38	.81
N		9	9	9
(SCHCODE)	7			
MEAN		2.65	2.71	3.12
SD		.50	.53	.67
N		41	41	41

PERS

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE

MEAN
SD
N

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SD
N

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MEAN
SD
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MEAN
SD
N

(SCHCODE

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 8			
MEAN	2.81	2.74	3.08
SD	.55	.52	.56
N	16	16	16
(SCHCODE) 9			
MEAN	2.59	2.66	3.08
SD	.53	.58	.49
N	28	28	28
(SCHCODE) 10			
MEAN	2.77	2.68	3.16
SD	.49	.53	.50
N	17	17	17
(SCHCODE) 11			
MEAN	2.68	2.86	3.25
SD	.52	.46	.48
N	29	29	29
(SCHCODE) 12			
MEAN	2.93	3.04	2.98
SD	.44	.51	.67
N	17	17	17
(SCHCODE) 13			
MEAN	2.82	2.81	3.09
SD	.69	.65	.70
N	18	18	18
(SCHCODE) 14			
MEAN	2.78	2.64	3.02
SD	.47	.50	.59
N	22	22	22

PERS

SCHOOL

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

(SCHCODE)

MEAN
SD
N

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SD
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SD
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MEAN
SD
N

(SCHCODE

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 15			
MEAN	2.57	2.90	3.40
SD	.56	.48	.63
N	24	24	24
(SCHCODE) 16			
MEAN	2.74	2.87	3.31
SD	.49	.53	.58
N	25	25	25
(SCHCODE) 17			
MEAN	2.51	2.98	3.35
SD	.46	.52	.61
N	16	16	16
(SCHCODE) 18			
MEAN	2.53	2.78	3.11
SD	.57	.51	.70
N	51	51	51
(SCHCODE) 19			
MEAN	2.57	2.80	3.12
SD	.51	.47	.60
N	39	39	39
(SCHCODE) 20			
MEAN	2.77	2.84	3.27
SD	.36	.47	.56
N	31	31	31
(SCHCODE) 21			
MEAN	2.80	2.93	3.20
SD	.58	.49	.60
N	38	38	38

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SCHOOL

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MEAN
SD
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MEAN
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SD
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SD
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MEAN
SD
N

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MEAN
SD
N

(SCHCODE

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 22			
MEAN	2.47	2.76	3.13
SD	.54	.33	.34
N	21	21	21
(SCHCODE) 23			
MEAN	2.58	2.62	3.00
SD	.37	.34	.59
N	13	13	13
(SCHCODE) 24			
MEAN	2.87	2.58	3.08
SD	.43	.45	.43
N	12	12	12
(SCHCODE) 25			
MEAN	2.90	2.81	3.15
SD	.47	.55	.60
N	16	16	16
(SCHCODE) 26			
MEAN	2.83	2.89	3.36
SD	.70	.44	.65
N	14	14	14
(SCHCODE) 27			
MEAN	2.76	2.72	3.23
SD	.39	.42	.52
N	10	10	10
(SCHCODE) 28			
MEAN	2.59	2.62	3.02
SD	.40	.41	.24
N	14	14	14

PERS

SCHOOL

'SCHCODE

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	PART	COOP	WARM
(SCHCODE) 29			
MEAN	2.67	2.72	3.12
SD	.61	.30	.50
N	20	20	20

PERS

SCHOOL

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MEAN
SD
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MEAN
SD
N

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MEAN
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SD
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SD
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MEAN
SD

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL		GROW	INNOV	AUTON
(SCHCODE)	1			
MEAN		3.29	2.69	2.42
SD		.50	.56	.53
N		9	9	9
(SCHCODE)	2			
MEAN		3.06	2.54	2.64
SD		.28	.44	.65
N		23	23	23
(SCHCODE)	3			
MEAN		3.28	2.63	2.58
SD		.35	.52	.67
N		15	15	15
(SCHCODE)	4			
MEAN		2.30	2.11	2.58
SD		.93	.47	.26
N		6	6	6
(SCHCODE)	5			
MEAN		3.18	2.66	2.54
SD		.49	.57	.48
N		10	10	10
(SCHCODE)	6			
MEAN		2.49	2.29	2.08
SD		.98	.47	1.07
N		9	9	9
(SCHCODE)	7			
MEAN		3.15	2.53	2.51
SD		.57	.55	.60
N		41	41	41

PERS

SCHOOL

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SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 8			
MEAN	3.19	2.56	3.03
SD	.59	.59	.57
N	16	16	16
(SCHCODE) 9			
MEAN	3.17	2.48	2.63
SD	.56	.66	.77
N	28	28	28
(SCHCODE) 10			
MEAN	3.02	2.67	2.63
SD	.41	.44	.74
N	17	17	17
(SCHCODE) 11			
MEAN	3.08	2.46	2.64
SD	.57	.46	.62
N	29	29	29
(SCHCODE) 12			
MEAN	3.48	2.90	2.65
SD	.43	.52	.76
N	17	16	17
(SCHCODE) 13			
MEAN	3.21	2.70	2.94
SD	.59	.68	.62
N	18	18	18
(SCHCODE) 14			
MEAN	3.36	2.69	2.81
SD	.61	.63	.69
N	22	22	22

PERS

SCHOOL

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SD
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MEAN
SD
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MEAN
SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 15			
MEAN	3.44	2.68	2.66
SD	.50	.67	.57
N	24	24	24
(SCHCODE) 16			
MEAN	3.18	2.76	2.41
SD	.56	.53	.71
N	25	25	25
(SCHCODE) 17			
MEAN	3.33	2.81	2.20
SD	.48	.53	.75
N	16	16	16
(SCHCODE) 18			
MEAN	3.21	2.69	2.57
SD	.46	.56	.78
N	51	51	51
(SCHCODE) 19			
MEAN	3.28	2.76	2.60
SD	.44	.61	.55
N	39	39	39
(SCHCODE) 20			
MEAN	3.23	2.76	2.81
SD	.43	.48	.65
N	31	31	31
(SCHCODE) 21			
MEAN	3.08	2.74	2.46
SD	.72	.62	.62
N	38	38	38

PERS

SCHOOL

(SCHCODE)

MEAN
SD
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SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 22			
MEAN	2.97	2.39	2.56
SD	.38	.54	.69
N	21	21	21
(SCHCODE) 23			
MEAN	3.08	2.55	2.48
SD	.36	.74	.69
N	13	13	13
(SCHCODE) 24			
MEAN	3.30	2.62	2.79
SD	.46	.45	.40
N	12	12	12
(SCHCODE) 25			
MEAN	3.34	2.86	2.98
SD	.47	.67	.79
N	16	16	16
(SCHCODE) 26			
MEAN	3.50	2.79	2.48
SD	.42	.59	.71
N	14	14	14
(SCHCODE) 27			
MEAN	3.04	2.96	2.88
SD	.62	.26	.67
N	10	10	10
(SCHCODE) 28			
MEAN	2.91	2.66	2.95
SD	.41	.43	.57
N	14	14	14

PERSON

SCHOOL

(SCHCODE)

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 29			
MEAN	3.12	2.68	2.61
SD	.61	.74	.74
N	20	20	20

PER

SCHOOL

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MEAN
SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL		ACHIEV	HIER	STRUCT
(SCHCODE)	1			
MEAN		3.42	1.78	1.75
SD		.41	.58	.46
N		9	9	9
(SCHCODE)	2			
MEAN		3.32	1.91	1.94
SD		.44	.53	.45
N		23	23	23
(SCHCODE)	3			
MEAN		3.49	1.77	1.96
SD		.38	.60	.54
N		15	15	15
(SCHCODE)	4			
MEAN		2.73	1.94	1.89
SD		.33	.49	.43
N		6	6	6
(SCHCODE)	5			
MEAN		3.12	2.10	2.36
SD		.55	.51	.53
N		10	10	10
(SCHCODE)	6			
MEAN		2.78	1.56	1.78
SD		.85	.60	.49
N		9	9	9
(SCHCODE)	7			
MEAN		3.13	1.76	2.07
SD		.80	.57	.53
N		41	41	41

PER

SCHOOL

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 8			
MEAN	3.21	1.76	1.96
SD	.57	.36	.46
N	16	16	16
(SCHCODE) 9			
MEAN	3.31	1.49	1.97
SD	.57	.55	.57
N	28	28	28
(SCHCODE) 10			
MEAN	3.41	1.69	1.96
SD	.48	.77	.54
N	17	17	17
(SCHCODE) 11			
MEAN	3.18	1.92	2.19
SD	.73	.57	.62
N	29	29	29
(SCHCODE) 12			
MEAN	3.47	1.63	1.60
SD	.87	.49	.56
N	17	17	17
(SCHCODE) 13			
MEAN	3.29	1.59	2.32
SD	.52	.67	.65
N	18	18	18
(SCHCODE) 14			
MEAN	3.26	1.30	1.84
SD	.68	.75	.62
N	22	22	22

PER

SCHOOL

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MEAN
SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 15			
MEAN	3.36	2.37	2.20
SD	.74	.68	.46
N	24	24	24
(SCHCODE) 16			
MEAN	3.52	2.19	2.24
SD	.46	.53	.40
N	25	25	25
(SCHCODE) 17			
MEAN	3.45	2.58	1.94
SD	.71	.82	.70
N	16	16	16
(SCHCODE) 18			
MEAN	3.03	1.92	2.28
SD	1.06	.62	.58
N	51	51	51
(SCHCODE) 19			
MEAN	3.31	2.09	2.30
SD	.75	.59	.51
N	39	39	39
(SCHCODE) 20			
MEAN	3.26	1.91	2.24
SD	.68	.64	.61
N	31	31	31
(SCHCODE) 21			
MEAN	3.26	2.04	2.10
SD	.58	.67	.57
N	38	38	38

PER

SCHOOL

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 22			
MEAN	3.18	2.02	1.95
SD	.46	.60	.55
N	21	21	21
(SCHCODE) 23			
MEAN	2.71	1.71	1.76
SD	1.29	.55	.53
N	13	13	13
(SCHCODE) 24			
MEAN	3.42	1.28	2.19
SD	.40	.56	.69
N	12	12	12
(SCHCODE) 25			
MEAN	3.14	1.97	1.78
SD	1.04	.74	.56
N	16	16	16
(SCHCODE) 26			
MEAN	3.33	2.29	2.00
SD	1.27	.53	.63
N	14	14	14
(SCHCODE) 27			
MEAN	3.30	1.60	1.83
SD	.55	.65	.44
N	10	10	10
(SCHCODE) 28			
MEAN	3.06	1.46	2.02
SD	.47	.61	.40
N	14	14	14

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SCHOOL

SCHCODE

MEAN
SD
N

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 29			
MEAN	3.31	1.84	1.89
SD	.67	.66	.58
N	20	20	20

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SCHOOL

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SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 1			
MEAN	2.56	2.11	2.11
SD	.88	.78	.85
N	9	9	9
(SCHCODE) 2			
MEAN	2.87	2.13	2.32
SD	.69	.87	.61
N	23	23	23
(SCHCODE) 3			
MEAN	3.07	1.73	2.22
SD	.80	1.16	.63
N	15	15	15
(SCHCODE) 4			
MEAN	1.83	2.00	2.00
SD	.41	.63	.47
N	6	6	6
(SCHCODE) 5			
MEAN	2.10	2.00	1.93
SD	.57	.67	.52
N	10	10	10
(SCHCODE) 6			
MEAN	2.67	1.56	2.00
SD	.71	.88	.83
N	9	9	9
(SCHCODE) 7			
MEAN	2.68	2.44	2.76
SD	.96	.87	.82
N	41	41	41

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 8			
MEAN	2.63	2.13	2.48
SD	.62	1.02	.95
N	16	16	16
(SCHCODE) 9			
MEAN	2.50	2.30	2.44
SD	1.00	1.03	.95
N	28	27	27
(SCHCODE) 10			
MEAN	2.47	2.24	2.27
SD	.72	.66	.65
N	17	17	17
(SCHCODE) 11			
MEAN	2.31	1.72	1.75
SD	1.14	1.03	.98
N	29	29	29
(SCHCODE) 12			
MEAN	2.75	1.71	1.75
SD	.86	.92	.88
N	16	17	17
(SCHCODE) 13			
MEAN	2.67	2.22	2.30
SD	.97	1.00	.81
N	18	18	18
(SCHCODE) 14			
MEAN	2.59	2.32	2.26
SD	.80	.72	.76
N	22	22	22

PE

SCHOOL

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 15			
MEAN	2.88	2.04	2.57
SD	.80	1.04	.83
N	24	24	24
(SCHCODE) 16			
MEAN	2.96	2.12	2.32
SD	.84	.73	.58
N	25	25	25
(SCHCODE) 17			
MEAN	2.50	2.19	2.04
SD	.97	.98	.80
N	16	16	16
(SCHCODE) 18			
MEAN	2.63	2.20	2.44
SD	.86	1.00	.72
N	49	51	51
(SCHCODE) 19			
MEAN	2.51	2.15	2.34
SD	.85	.93	.87
N	39	39	39
(SCHCODE) 20			
MEAN	2.86	2.13	2.31
SD	.99	.94	.70
N	29	30	31
(SCHCODE) 21			
MEAN	2.57	1.92	2.11
SD	.77	.94	.90
N	37	38	38

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SCHOOL

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 22			
MEAN	2.62	1.95	2.13
SD	.86	.86	.87
N	21	21	21
(SCHCODE) 23			
MEAN	2.62	2.15	2.29
SD	.87	.69	.69
N	13	13	13
(SCHCODE) 24			
MEAN	2.92	1.83	2.72
SD	1.00	1.11	.94
N	12	12	12
(SCHCODE) 25			
MEAN	2.50	1.69	1.94
SD	1.15	.95	.81
N	16	16	16
(SCHCODE) 26			
MEAN	2.79	2.29	2.43
SD	.89	.91	.71
N	14	14	14
(SCHCODE) 27			
MEAN	2.80	2.40	2.53
SD	.92	.97	.79
N	10	10	10
(SCHCODE) 28			
MEAN	3.21	2.43	2.55
SD	.58	.51	.59
N	14	14	14

PER

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SD
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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR TEACHERS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 29			
MEAN	3.11	2.25	2.28
SD	.74	.72	.59
N	19	20	20

APPENDIX P

STUDENT PERSONAL ORIENTATION SCORES BY SCHOOL

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		PART	COOP	WARM
(SCHCODE)	1			
MEAN		2.27	2.57	3.07
SD		.73	.59	.65
N		42	42	42
(SCHCODE)	2			
MEAN		2.22	2.40	2.88
SD		.65	.64	.74
N		115	115	115
(SCHCODE)	3			
MEAN		2.39	2.65	2.96
SD		.84	.78	.88
N		55	55	55
(SCHCODE)	4			
MEAN		2.36	2.62	3.20
SD		.63	.70	.65
N		45	45	45
(SCHCODE)	5			
MEAN		2.43	2.76	3.18
SD		.66	.49	.68
N		19	19	19
(SCHCODE)	6			
MEAN		2.41	2.54	3.02
SD		.83	.73	.99
N		32	32	32
(SCHCODE)	7			
MEAN		2.28	2.47	2.98
SD		.77	.72	.77
N		156	156	156

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 8			
MEAN	2.47	2.68	3.02
SD	.56	.46	.76
N	42	42	42
(SCHCODE) 9			
MEAN	2.13	2.23	2.66
SD	.80	.79	.80
N	87	87	87
(SCHCODE) 11			
MEAN	2.40	2.51	2.96
SD	.60	.62	.76
N	101	101	101
(SCHCODE) 12			
MEAN	2.34	2.33	2.95
SD	.73	.73	.76
N	45	45	45
(SCHCODE) 13			
MEAN	2.15	2.15	2.84
SD	.72	.76	.76
N	62	62	62
(SCHCODE) 14			
MEAN	2.13	2.42	2.93
SD	.66	.62	.51
N	32	32	32
(SCHCODE) 15			
MEAN	2.52	2.69	3.17
SD	.70	.64	.66
N	85	85	85

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 16			
MEAN	2.31	2.44	2.87
SD	.73	.70	.69
N	117	117	117
(SCHCODE) 17			
MEAN	2.39	2.66	2.95
SD	.69	.67	.73
N	73	73	73
(SCHCODE) 18			
MEAN	2.40	2.63	3.01
SD	.69	.63	.74
N	245	245	245
(SCHCODE) 19			
MEAN	2.31	2.51	2.94
SD	.73	.62	.79
N	140	140	140
(SCHCODE) 20			
MEAN	2.44	2.60	2.85
SD	.64	.65	.74
N	71	71	71
(SCHCODE) 21			
MEAN	2.44	2.55	3.01
SD	.63	.67	.71
N	170	170	170
(SCHCODE) 22			
MEAN	2.25	2.38	2.74
SD	.69	.77	.89
N	68	68	68

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PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	PART	COOP	WARM
(SCHCODE) 23			
MEAN	2.46	2.57	2.95
SD	.64	.63	.72
N	140	140	140
(SCHCODE) 24			
MEAN	2.62	2.56	2.93
SD	.66	.77	.92
N	53	53	53
(SCHCODE) 25			
MEAN	2.15	2.45	2.89
SD	.83	.70	.69
N	35	35	35
(SCHCODE) 26			
MEAN	2.35	2.70	2.99
SD	.62	.61	.53
N	69	69	69
(SCHCODE) 27			
MEAN	2.41	2.56	2.99
SD	.69	.77	.74
N	66	66	66
(SCHCODE) 28			
MEAN	2.31	2.48	2.83
SD	.64	.59	.72
N	151	151	151
(SCHCODE) 29			
MEAN	2.34	2.48	2.89
SD	.68	.62	.72
N	117	117	117

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 1			
MEAN	2.90	2.12	2.81
SD	.56	.67	.50
N	42	42	42
(SCHCODE) 2			
MEAN	2.90	2.12	2.93
SD	.58	.70	.56
N	115	115	115
(SCHCODE) 3			
MEAN	2.72	2.47	2.86
SD	.81	.84	.64
N	55	55	55
(SCHCODE) 4			
MEAN	3.11	2.30	3.01
SD	.61	.63	.54
N	45	45	45
(SCHCODE) 5			
MEAN	3.09	2.36	2.79
SD	.53	.55	.60
N	19	19	19
(SCHCODE) 6			
MEAN	2.83	2.51	2.81
SD	.73	.87	.64
N	32	32	32
(SCHCODE) 7			
MEAN	2.85	2.20	2.87
SD	.87	.85	.62
N	156	156	156

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 8			
MEAN	3.06	2.06	2.78
SD	.54	.68	.50
N	42	42	42
(SCHCODE) 9			
MEAN	2.53	1.84	2.78
SD	.77	.82	.85
N	87	87	87
(SCHCODE) 11			
MEAN	2.81	2.02	2.79
SD	.63	.67	.60
N	101	101	101
(SCHCODE) 12			
MEAN	2.63	2.34	2.87
SD	.81	.69	.52
N	45	45	45
(SCHCODE) 13			
MEAN	2.58	2.00	2.92
SD	.72	.79	.56
N	62	62	62
(SCHCODE) 14			
MEAN	2.70	2.08	2.89
SD	.57	.65	.53
N	32	32	32
(SCHCODE) 15			
MEAN	3.20	2.35	2.93
SD	.57	.71	.50
N	85	85	85

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 16			
MEAN	2.76	2.22	2.72
SD	.66	.69	.58
N	117	117	117
(SCHCODE) 17			
MEAN	3.04	2.27	2.79
SD	.82	.71	.57
N	73	73	73
(SCHCODE) 18			
MEAN	3.04	2.19	2.93
SD	.60	.67	.52
N	245	245	245
(SCHCODE) 19			
MEAN	3.11	2.24	2.86
SD	.64	.70	.60
N	140	140	140
(SCHCODE) 20			
MEAN	2.95	2.30	2.95
SD	.67	.73	.60
N	71	71	71
(SCHCODE) 21			
MEAN	2.96	2.27	2.90
SD	.58	.68	.48
N	170	170	170
(SCHCODE) 22			
MEAN	2.70	2.17	2.85
SD	.78	.82	.64
N	68	68	68

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	GROW	INNOV	AUTON
(SCHCODE) 23			
MEAN	3.11	2.23	2.93
SD	.58	.71	.60
N	140	140	140
(SCHCODE) 24			
MEAN	2.93	2.58	2.93
SD	.88	.77	.85
N	53	53	53
(SCHCODE) 25			
MEAN	2.85	2.20	2.88
SD	.74	.81	.70
N	35	35	35
(SCHCODE) 26			
MEAN	2.97	2.21	2.77
SD	.53	.77	.59
N	69	69	69
(SCHCODE) 27			
MEAN	2.78	2.28	2.81
SD	.85	.77	.49
N	66	66	66
(SCHCODE) 28			
MEAN	2.83	2.19	2.86
SD	.58	.62	.51
N	151	151	151
(SCHCODE) 29			
MEAN	2.90	2.19	2.99
SD	.67	.67	.62
N	116	117	117

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		ACHIEV	HIER	STRUCT
(SCHCODE)	1			
MEAN		2.74	1.80	1.71
SD		.62	.59	.62
N		42	42	42
(SCHCODE)	2			
MEAN		2.69	1.89	1.81
SD		.65	.63	.67
N		115	115	115
(SCHCODE)	3			
MEAN		2.89	2.09	2.11
SD		.66	.84	.87
N		55	55	55
(SCHCODE)	4			
MEAN		2.89	2.18	2.12
SD		.71	.76	.74
N		45	45	45
(SCHCODE)	5			
MEAN		3.20	2.51	2.16
SD		.61	.66	.60
N		19	19	19
(SCHCODE)	6			
MEAN		2.86	2.03	2.10
SD		.65	.84	.75
N		32	32	32
(SCHCODE)	7			
MEAN		2.79	2.06	1.99
SD		.79	.79	.88
N		156	156	156

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 8			
MEAN	2.65	2.03	1.86
SD	.74	.74	.64
N	42	42	42
(SCHCODE) 9			
MEAN	2.43	1.60	1.73
SD	.79	.72	.82
N	87	87	87
(SCHCODE) 11			
MEAN	2.54	1.54	1.55
SD	.70	.72	.71
N	101	101	101
(SCHCODE) 12			
MEAN	2.90	1.83	1.71
SD	.64	.82	.86
N	45	45	45
(SCHCODE) 13			
MEAN	2.60	1.71	1.68
SD	.83	.84	.90
N	62	62	62
(SCHCODE) 14			
MEAN	2.54	1.67	1.73
SD	.63	.79	.78
N	32	32	32
(SCHCODE) 15			
MEAN	2.95	2.18	2.21
SD	.62	.73	.66
N	85	85	85

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 16			
MEAN	2.65	2.16	2.13
SD	.67	.80	.72
N	117	117	117
(SCHCODE) 17			
MEAN	2.80	2.49	2.22
SD	.59	.84	.85
N	73	73	73
(SCHCODE) 18			
MEAN	2.79	1.85	1.91
SD	.74	.69	.72
N	245	245	245
(SCHCODE) 19			
MEAN	2.89	2.04	2.14
SD	.64	.68	.69
N	140	140	140
(SCHCODE) 20			
MEAN	2.59	1.56	1.76
SD	.74	.71	.76
N	71	71	71
(SCHCODE) 21			
MEAN	2.70	1.87	1.79
SD	.70	.68	.67
N	170	170	170
(SCHCODE) 22			
MEAN	2.65	2.14	2.09
SD	.77	.71	.82
N	68	68	68

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	ACHIEV	HIER	STRUCT
(SCHCODE) 23			
MEAN	2.81	1.76	1.68
SD	.69	.70	.75
N	140	140	140
(SCHCODE) 24			
MEAN	2.79	1.85	1.95
SD	.87	.86	.86
N	53	53	53
(SCHCODE) 25			
MEAN	2.59	1.58	1.76
SD	1.00	.71	.97
N	35	35	35
(SCHCODE) 26			
MEAN	2.94	2.06	2.02
SD	.69	.74	.77
N	69	69	69
(SCHCODE) 27			
MEAN	2.80	1.86	1.85
SD	.67	.81	.88
N	66	66	66
(SCHCODE) 28			
MEAN	2.65	1.55	1.72
SD	.67	.66	.72
N	151	151	151
(SCHCODE) 29			
MEAN	2.67	1.70	1.83
SD	.70	.72	.71
N	117	116	116

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		SOCIAL	INTRIN	EXTRIN
(SCHCODE)	1			
MEAN		2.44	2.49	2.83
SD		.87	.93	.79
N		42	41	42
(SCHCODE)	2			
MEAN		2.52	2.40	2.98
SD		.85	1.02	.92
N		113	115	114
(SCHCODE)	3			
MEAN		2.53	2.83	2.98
SD		.99	1.19	1.08
N		55	54	55
(SCHCODE)	4			
MEAN		2.50	2.55	3.42
SD		.88	1.07	.58
N		44	44	45
(SCHCODE)	5			
MEAN		2.75	2.63	3.32
SD		.84	1.12	.95
N		16	19	19
(SCHCODE)	6			
MEAN		2.67	2.69	2.94
SD		1.05	1.35	1.05
N		29	32	32
(SCHCODE)	7			
MEAN		2.44	2.54	2.97
SD		.99	1.20	1.08
N		154	155	156

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 8			
MEAN	2.52	2.51	3.00
SD	.84	.78	.77
N	41	41	42
(SCHCODE) 9			
MEAN	2.30	2.18	2.77
SD	.90	1.02	.99
N	86	87	86
(SCHCODE) 11			
MEAN	2.44	2.16	2.80
SD	.91	1.13	.99
N	100	101	101
(SCHCODE) 12			
MEAN	2.45	2.52	2.82
SD	1.03	1.21	1.05
N	42	44	45
(SCHCODE) 13			
MEAN	2.29	2.42	2.89
SD	.90	1.12	1.03
N	61	62	61
(SCHCODE) 14			
MEAN	2.27	1.94	2.72
SD	.70	.91	.85
N	32	32	32
(SCHCODE) 15			
MEAN	2.74	2.61	3.06
SD	.92	1.03	.92
N	82	83	84

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL	SOCIAL	INTRIN	EXTRIN
(SCHCODE) 16			
MEAN	2.40	2.71	2.92
SD	.92	1.08	.86
N	116	117	116
(SCHCODE) 17			
MEAN	2.49	2.79	3.18
SD	1.11	1.28	1.00
N	72	73	73
(SCHCODE) 18			
MEAN	2.59	2.59	3.00
SD	.79	.91	.81
N	243	244	245
(SCHCODE) 19			
MEAN	2.45	2.45	2.91
SD	.92	1.08	.89
N	140	140	140
(SCHCODE) 20			
MEAN	2.42	2.31	2.86
SD	.92	.93	.90
N	71	71	71
(SCHCODE) 21			
MEAN	2.64	2.44	3.06
SD	.77	.88	.74
N	170	170	170
(SCHCODE) 22			
MEAN	2.42	2.59	2.75
SD	.93	1.18	1.17
N	67	68	67

PERSONAL ORIENTATION DIMENSION SCORES BY SCHOOL
FOR STUDENTS

SCHOOL		SOCIAL	INTRIN	EXTRIN
(SCHCODE)	23			
MEAN		2.57	2.44	2.86
SD		.83	1.08	.96
N		138	139	140
(SCHCODE)	24			
MEAN		2.72	2.92	3.13
SD		1.10	1.22	1.13
N		51	53	53
(SCHCODE)	25			
MEAN		2.64	2.40	2.89
SD		.77	.98	.99
N		33	35	35
(SCHCODE)	26			
MEAN		2.66	2.51	3.13
SD		.87	.95	.84
N		69	68	69
(SCHCODE)	27			
MEAN		2.37	2.55	2.98
SD		1.01	1.11	1.01
N		65	66	65
(SCHCODE)	28			
MEAN		2.55	2.40	2.95
SD		.82	1.00	.83
N		150	151	151
(SCHCODE)	29			
MEAN		2.69	2.53	3.03
SD		.83	.93	.83
N		114	115	116

APPENDIX Q

CLIMATE AND PERSONAL ORIENTATION MEASURES

FOR TEST-RETEST RELIABILITY

STUDENT CLIMATE SURVEY

This survey has a number of statements that describe situations found in many schools. You should think about your perceptions of MSU as a whole when responding to the statements. Most of these statements will describe MSU, but some many not fit your school. For those that do not, mark the "don't know" answer.

Please mark your answers on the separate answer sheet. Use on a No. 2 pencil.

Mark only one answer for each statement. Choose the answer that you think most people in your school would pick. Use the following scale for your answers.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

W 1. Teachers in this school like their students.
2. Teachers in this school are on the side of their students.
E 3. Teachers give students the grades they deserve.
W 4. Teachers help students to be friendly and kind to each other.
AU 5. Teachers treat each student as an individual.
C 6. Teachers are willing to help students.
C 7. Teachers are patient when a student has trouble learning.
AC 8. Teachers make extra efforts to help students.
W 9. Teachers understand and meet the needs of each student.
SO 10. Teachers praise students more often than they scold them.

11. Teachers are fair to students.
12. Teachers explain carefully so that students can get their work done.
13. Students usually feel safe in the school buildings.
14. Teachers and other workers feel safe in the buildings before and after class hours.
15. People are not afraid to come to school for classes, meetings and programs in the evening.
ST 16. Classrooms are usually clean and neat.
ST 17. The school buildings are kept clean and neat.
ST 18. The school buildings are kept in good repair.
ST 19. The school grounds are neat and attractive.
C 20. The teachers in this school listen to student ideas.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

C 21. The teachers in this school are willing to hear student complaints and opinions.
22. Students here understand why they are in school.
AC 23. In this school, students are interested in learning new things.
24. Students in this school have fun but also work hard on their studies.
AC 25. Students work hard to complete their assignments.
G 26. Teachers or advisors encourage students to think about their future.
27. Teachers or advisors help students with personal problems.
28. Students in this school can get help and advice from teachers or advisors.
W 29. Students care about each other.
W 30. Students respect each other.

W 31. Students want to be friends with one another.
W 32. Students have a sense of belonging in this school.
ST 33. There is a clear set of rules for students to follow in this school.
ST 34. Taking attendance and other tasks do not interfere with classroom teaching.
ST 35. Teachers spend almost all classroom time in learning activities.
ST 36. Students in this school usually have assigned school work to do.
37. Most classroom time is spent talking about class work or assignments.
38. Teachers use class time to help students learn.
ST 39. Outside interruptions of the classroom are few.
G 40. Students are able to take part in school activities in which they are interested.

G 41. Students can be sports, music, plays and other activities even if they are not very talented.
G 42. Students can take part in sports and other school activities even if they cannot afford it.
AC 43. There is a feeling of pressure to continually improve our performance.
AC 44. Teachers provide challenging goals for students.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

AC 45. The standards in this school do not usually demand the maximum effort of every student.
AC 46. Teachers try to make classes challenging for the students.
AC 47. Teachers in this school set high standards and let students know what these standards are.
AC 48. Teachers set a good example by working hard themselves.
I 49. Teachers encourage us to do assignments in new and creative ways.
I 50. Our school tries new and innovative programs.

I 51. Teachers give us freedom to try out new ideas.
52. People in our school talk a lot about changing the way things are done.
53. Teachers encourage students to sovle problems on thier own.
AU 54. Teachers do not require that we check everything about our school work with them.
AU 55. Students are given a lot of freedom in developing their own study plans and working at their own speed.
AU 56. Making independent decisions is highly valued here.
AU 57. Teachers are very flexible here.
W 58. Teachers and students get along with each other.
W 59. Being a student here has turned into a contest.
W 60. There is a lot of warmth between teachers and students in this school.

C 61. Students help each other with school assignments and work.
C 62. Students give and seek the advice of other students about school work problems.
C 63. Teachers take time to hear what students feel is needed before making a change.
C 64. Students share ideas with each other.
C 65. Teachers are willing to listen to students.
P 66. Administrators include students in making decisions about school matters.
P 67. Students help put together new school programs.
P 68. Students help make decisions about new school rules and policies.
H 69. There can be little done in this school until a teacher or administrator approves a decision.
H 70. A person who wants to make his/her own decisions would be quickly discouraged here.

0 = Most people would strongly disagree with this statement
1 = Most people would disagree with this statement
2 = Most people would neither agree nor disagree with this statement
3 = Most people would agree with this statement
4 = Most people would strongly agree with this statement
5 = I don't know what most people think about this statement, or I don't know whether this statement fits my school.

H 71. Students have to ask their teacher before they do alamost anything.
H 72. Any decision a student makes has to have a teacher's approval.
ST 73. Students know what is expected of them in classes.
ST 74. Teachers strictly follow all rules and procedures in this school.
ST 75. Teachers use only established methods for teaching and for solving students problems.
ST 76. Most of the students seem unclear as to the goals of our school.
ST 77. A school-wide discipline plan has been adopted and enforced.
G 78. Students are encouraged to improve their skills.
G 79. Students are encouraged and supported for taking courses or for being in programs outside of school.
IN 80. Students are give awards or recognition for good work.

81. Grades are based on the quality of class work done.
82. Grades are based on the amount of time students spend on class work.
83. Grades are based on the amount of effort or how hard students try.

84. What is your sex?

0. Female
1. Male

85. What year are you?

0. Freshman
1. Sophomore
2. Junior
3. Senior

86. Please mark #1 on your answer sheet to show you are completing form 1.

STUDENT PERSONAL ORIENTATION FORM

This survey has a number of statements which may describe yourself or your situations in your school. For each statement, mark one answer on the answer sheet. Use only a No. 2 pencil.

Use the scale below to show how much you agree with the following statement about yourself.

0 = Strongly Agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

P 1. I prefer to have input into decisions about what happens at school.
P 2. I like to be involved in anything that affects this school.
H 3. I prefer to rely on the decisions of the school administrators or my teachers.
4. I often find myself giving advice to other students about how to get along at school.
C 5. I like helping other students who have trouble with their school work.
C 6. I go out of my way to try to help other students with school problems.
C 7. I think it is important to volunteer for school activities and committees, even if I don't have to.
C 8. I try to work on school projects with other students whenever I have the chance.
P 9. I usually share my ideas and feelings about the school with students or teachers.
C 10. I am always open to suggestions from others about school things.
C 11. I think I am good at listening to others' opinions and complaints.
W 12. I try hard to be friendly with other students at this school.
13. I would rather talk with other students during free time than work on my assignments.
14. I rarely disagree or argue with other students.
15. I often find myself talking to students or teachers about personal problems.
W 16. I try to get along with everyone at school.
17. I try to be "part of the gang" at school.
W 18. I usually have lots of friends at school.
G 19. I like to participate in activities that help me learn or grow.
G 20. I always try to improve myself as much as possible.

0 = Strongly Agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

G 21. Knowing that I am learning a lot gives me a lot of satisfaction.
G 22. I think students should always try to learn as much as possible.
G 23. I like learning new things.
I 24. I enjoy thinking of original ways to do my school assignments.
I 25. I try to be creative when I do my school assignments.
I 26. I often ask my teacher if I can complete my assignment in a different way.
27. I try to think of new ways to change how things are done in this school.
28. I enjoy contributing new ideas to school programs and activities.
I 29. Other students often ask me for help with creative projects.
I 30. I am usually one of the first students to try out something new.

AU 31. I like it when I can work at my own pace.
AU 32. I like to make my own decisions about how to do my school work.
33. I prefer to struggle with a hard assignment or problem myself rather than ask for help.
AU 34. When I have a choice, I like to do my schoolwork by myself instead of in a group.
AU 35. I think the best classes are the ones where students can plan their own work.
AU 36. I like to pick the classes I take.
AU 37. I try to do my homework and assignments on my own instead of with friends.
AC 38. I try hard to improve my school performance, no matter how good it is.
AC 39. I try to work to my fullest potential.
AC 40. I set high standards for myself at school.

AC 41. I like challenging and stimulating school assignments.
AC 42. I feel good when I know that I did the best possible job on my school work.
43. I think students who fail usually have not tried hard enough.
H 44. I think teachers or the administrator are the best people to make important decisions about the school.
H 45. I prefer to check my ideas with my teachers before I start working.
H 46. I think students should always do what their teachers or the administrators recommend.
H 47. I would have a lot of respect for the school administrator or a teacher, no matter who it was.
H 48. I feel better when I have to get my teacher's approval for my ideas.

0 = Strongly Agree
1 = Agree
2 = Neither agree nor disagree
3 = Disagree
4 = Strongly Disagree

49. I cannot work unless my teacher gives very specific directions.
ST 50. I usually make very detailed plans for doing my schoolwork.

51. It is unusual for me to fall behind in my school work.
ST 52. I think all rules and regulations should be strictly followed at school.
ST 53. I like to keep my desk, notebooks, and work area very neat and organized.
ST 54. I get annoyed with other students and teachers who are disorganized.
ST 55. I try to plan out every minute in the school day.
56. I like classes where different students are working on different projects at the same time.
57. I don't like it when the teacher changes the lesson plans at the last minute.
SO 58. I do my best classwork when the teacher praises me.
E 59. I do my best classwork when I get good grades.
IN 60. I do my best classwork when I get awards for my work.

61. I think only students who do the best on tests and assignments should get the best grades.
62. I think students who spend a lot of time on their classwork should get good grades, even if their work is not the best.
63. I think students who try very hard should get good grades even if thier work is not the best.

64. What is your sex?

0. Female
1. Male

65. What year are you?

0. Freshman
1. Sophomore
2. Junior
3. Senior

66. Please mark a #2 on your answer sheet to indicate you are completing form 2.

The Climate or Personal Orientation Dimensions to which each item belongs is indicated to the left of the item:

P = Participation
C = Cooperation
W = Warmth
G = Growth
I = Innovation
AU = Autonomy
AC = Achievement
H = Hierarchy
ST = Structure
SO = Social Rewards
IN = Intrinsic Rewards
E = Extrinsic Rewards

The remaining items were those included in the surveys administered to the primary student sample. They were included in the test-retest surveys to make the forms as similar as possible to those used for the primary sample.

APPENDIX R

TEACHER OUTCOME ITEMS

TEACHER OUTCOME MEASURES

Facet Satisfaction

Response Scale:

0 = I am very dissatisfied with this aspect of the school.
1 = I am dissatisfied with this aspect of the school.
2 = I am neither satisfied nor dissatisfied with this aspect of the school.
3 = I am satisfied with this aspect of the school.
4 = I am very satisfied with this aspect of the school.
5 = I don't know how I feel about this aspect of the school, or I don't know whether this statement applies to the school in which I work.

(Participation)

1. The opportunity for participation in setting goals, procedures and policies for the school.

2. The amount of input you have into administrative decisions that affect you and your classroom.

(Cooperation/Openness)

3. The amount of support provided to you by your administration.

4. The extent to which your co-workers stimulate and support you in your work.

5. The extent to which teachers help each other with instructional activities and student problems.

6. The quality of feedback you receive from administrators about your performance.

7. The speed with which you are informed about potential student problems.

8. The ease with which you can communicate with school administrators.

(Warmth)

9. The degree to which teachers and staff members show concern for student learning and the general welfare of students.

10. The quality of your relationships with co-workers.

11. The degree to which the administration deals tactfully with your problems.

12. The level of interest shown by administrators about your concerns and problems.

(Growth)

13. The amount of personal growth and development available.

14. The opportunity to develop your own special skills and abilities.

(Innovation)

15. The range of courses offered in your subject areas or teaching specialities.

16. The range of interests of the teachers and staff members you work with on a daily basis.

17. The extent to which teachers and staff members support school improvement.

18. The opportunity for change and innovation in teaching methods and school programs.

(Autonomy)

19. The amount of freedom you have to decide how to do your own work.

20. The extent to which you can exercise independent thought and action in your job.

(Achievement)

21. The extent to which students are motivated to learn.

22. The degree of responsibility students show towards their school assignments.

23. The feeling of accomplishment you get from your job.

24. The extent to which you find your job challenging or exciting.

(Hierarchy)

25. The degree to which the school administrator requires approval of your decisions.

26. The degree to which administrators supervise or control your work

assignments.

(Standardization/Order)

27. The clarity of school forms and procedures.

28. The quality of information you receive about policies and activities in the school or district.

29. Your satisfaction with the behavior of students in your school.

30. The extent to which students act in a self-disciplined manner.

31. The quality of maintenance of the school grounds.

32. The quality of maintenance of the school buildings.

33. The speed with which needed repairs are made.

(Social Rewards)

34. The degree to which other teachers and administrators praise you for good teaching performance.

(Intrinsic Rewards)

35. The amount of recognition provided by administrators for your work.

(Extrinsic Rewards)

36. The degree of financial security provided by your present teaching job.

37. The degree to which your present salary is meeting your financial needs.

38. The number of opportunities for advancement within your school or school district.

39. The extent to which increasing your levels of skill and academic preparation will increase your chances for career advancement.

40. The number of promotions which occur in your school or school district each year.

41. Your overall level of satisfaction with opportunities for career advancement in your school or district.

42. Your satisfaction with the courses you are designed to teach.

Involvement (participation)

1. How many extracurricular activities or clubs do you sponsor or help with?

   0. one
   1. two
   2. three
   3. four
   4. five
   5. six
   6. seven
   7. eight
   8. nine or more?

2. In how many other teacher activities and/or school committees (not included above) do you participate?

   0. one
   1. two
   2. three
   3. four
   4. five
   5. six
   6. seven
   7. eight
   8. nine or more?

3. How often do you attend school extracurricular activities such as athletic events, student competitions, dances, and programs? (R)

   0. Always
   1. Usually
   2. Sometimes
   3. Rarely
   4. Never

4. How often do you participate in inservice or teacher development activities? (R)

   0. Always
   1. Usually
   2. Sometimes
   3. Rarely
   4. Never

5. Approximately how many hours per week do you spend on school work or activities, not including what is officially required by your job?

   0. less than one hour
   1. 1 - 4 hours
   2. 5 - 9 hours
   3. 10 - 14 hours
   4. 15 - 19 hours
   5. 20 - 24 hours
   6. 25 or more hours

6. How often do you make suggestions for new teacher or student programs, activities or changes in practices? (R)

   0. Very Often
   1. Often
   2. Sometimes
   3. Rarely
   4. Never

Commitment (calculative involvement)

Assume you were offered a position as a teacher, but with another school. Would you leave your present school under any of the following conditions? Use the scale below to repond.

0 = Yes, definitely
1 = Probably
2 = Uncertain
3 = Probably not
4 = No, definitely not

1. With a slight increase in pay?

2. With slightly more freedom to be professionally creative?

3. With slightly more status?

4. To work with people who are little friendlier?

Commitment (Attitudinal)

Use the scale below to respond to the following statements.

0 = Strongly agree
1 = Agree
2 = Neither aggree nor disagree
3 = Disagree
4 = Strongly disagree

1. I feel very little loyalty to this school.

2. I am proud to tell others that I am a teacher at this school. (R)

3. For me, this is the best of all possible schools for which to work. (R)

4. Deciding to work for this school was a definite mistake on my part.

5. I really care about the fate of this school. (R)

Commitment (Value)

1. Often, I find it difficult to agree with this school's policies on important matters relating to its employees, teachers or students.
2. I find that my values and the school's values are very similar. (R)
3. I am committed to achieving the goals this school sets. (R)
4. I really feel as if the school's problems are my problems. (R)

Intention to Turnover

1. I often think about quitting. (R)
2. I will probably look for a new job in the next year. (R)
3. I will actively look for a new job in the next year. (R)

Adjustment

1. I feel I have the respect of the people I work with. (R)
2. I feel sure of myself in this teaching position. (R)
3. I feel I've adjusted well to working in this school. (R)
4. I don't think my fellow teachers feel relaxed around me.
5. I think I work well with other teachers. (R)
6. I feel like I have a good system for doing my job. (R)

Self-rated Performance

1. Compared to other teachers in this school, how would you rate your overall performance? (R)

   0. Much better than others
   1. Better than others
   2. Similar to others
   3. Worse than others
   4. Much worse than others

2. How good is the quality of your teaching? (R)

   0. Excellent quality
   1. Good quality
   2. Moderate quality
   3. Quality is O.K.
   4. Quality is poor

3. To what extent do you use resources (people, equipment, money) efficiently?

   0. Efficiency is poor
   1. Efficiency is O.K.
   2. Moderate efficiency
   3. Very efficient
   4. Extremely efficient

4. How good a job do you do in anticipating problems that may arise in the future and preventing them or minimizing their effects?

   0. A poor job
   1. An O.K. job
   2. A pretty good job
   3. A very good job
   4. An excellent job

Stress

Response Scale:

0 = never
1 = rarely, just once or twice
2 = occasionally
3 = frequently
4 = quite often

1. Feeling that you have too heavy a work load, one you can't possibly finish in an ordinary work day

2. Thinking that you'll not be able to satisfy the conflicting demands of various people for your time

3. Feeling that you're not fully qualified to handle your job

4. Feeling that your job tends to interfere with you family/personal life

5. Generally feeling stressed by your job

Absenteeism

1. How many days have you been absent from school this year?

0. none	5. five
1. one	6. six
2. two	7. seven
3. three	8. eight
4. four	9. nine or more

2. How many days have you been absent when you were not ill?

0. none	5. five
1. one	6. six
2. two	7. seven
3. three	8. eight
4. four	9. nine or more

APPENDIX S

STUDENT OUTCOME ITEMS

STUDENT OUTCOME MEASURES

Facet Satisfaction

Response Scale:

0 = I am very unhappy about this aspect of my school.
1 = I am unhappy about this aspect of my school.
2 = I am neither happy nor unhappy about this aspect of my school.
3 = I am happy about this aspect of my school.
4 = I am very happy about this aspect of my school.
5 = I don't know how I feel about this aspect of my school, or I don't know whether this statement fits my school.

(Participation)

1. How much influence the student council has in suggesting school events.

2. The importance of meetings that students are invited to attend.

3. How much students can plan and take part in school events.

4. How I feel, in general, about my opportunity to help make decisions at my school.

(Cooperation/Openness)

5. How well school administrators listen to student ideas.

6. How easy it is to talk with the principal or other school administrators.

7. How easy it is for me to talk to teachers outside the classroom.

8. How much teachers help me when I am having trouble.

9. How much teachers help me with my schoolwork.

10. How often students help each other on school projects.

11. How much time I spend talking with other kids about classes and school activities.

12. How much I am told about what is happening at the school.

(Warmth)

13. How well teachers understand my problems.

14. How easy it is to make new friends at my school.

15. How students treat each other.

16. How I feel, in general, about relating to people and things at my school.

(Growth)

17. The chance I have to learn and grow through school activities.

18. The number of sports teams at my school.

19. The number of school events in which I can take part.

20. The number of social events at the school.

(Innovative/Creative)

21. The amount of new and innovative programs the school has.

22. The chance to be creative with my school work.

(Autonomy)

23. The choices I have in picking classes.

24. How much I can develop my own study plans and work at my own speed.

25. How much opportunity students have to comment on courses that are offered.

(Achievement)

26. How much teachers make me want to learn new things.

27. How much my classes challenge me.

28. How much my school work is exciting.

(Hierarchy)

29. How much I can make my own decisions, without getting a teacher's approval.

30. How much I can do things without having to obtain a teacher's permission.

(Standardization/Order)

31. How well school rules are enforced.

32. How well students do what is expected without being told.

33. How well students behave in the school.

34. How well students behave in class.

35. How safe I feel at school.

36. How well the school grounds are kept clean.

37. How well the school buildings are kept clean and in good repair.

(Social Rewards)

38. How often teachers tell me when I do good work.

(Intrinsic Rewards)

39. The chance to receive rewards for doing good work.

(Extrinsic Rewards)

40. The grading system teachers use.

Involvement

1. How many extracurricular activities (clubs, sports, student government, pep squad, band, etc.) do you participate in?

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight or more

2. How much do you participate in extracurricular activities?

   0. I spend a lot of time outside of regular school hours on these activities
   1. I spend some time outside of regular school hours
   2. I spend a little time outside of regular school hours
   3. I spend no time outside of regular school hours

3. How many leadership or officer positions do you hold in the school clubs or groups you belong to?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight or more

4. How often do you attend school extracurricular activities such as athletic events, student competitions, dances, and programs?

   0. Always
   1. Usually
   2. Sometimes
   3. Rarely
   4. Never

Commitment

Response Scale:

0 = strongly agree
1 = agree
2 = neither agree nor disagree
3 = disagree
4 = strongly disagree

1. I feel alot of loyalty to this school.

2. I am proud to tell others that I am a student at this school.

3. For me, this is the best of all possible schools to go to.

4. Attending this school was a great idea.

5. I really care about the fate of this school.

Value Commitment

1. I usually agree with the school's rules and policies.

2. I find that my values and the school's values are very similar.

3. I am committed to achieving the goals this school sets.

4. I really feel as if the school's problems are my problems.

Intention to Turnover

1. If I could go to any school I wanted, I would still go this school.(R)

2. I often wish I were at a different school.

3. I will probably drop out of school before graduating.

Adjustment

1. I feel that other students respect me.

2. I feel sure of myself as a student at this school.

3. I feel comfortable at this school.

4. I think other students feel relaxed or comfortable around me.

5. I think I work well with other students.

6. I feel like I have a good system or plan for getting my work done.

Performance

(Grades)

1. What kind of grades do you usually get in school?

0. Mostly A's
1. Mostly A's & B's
2. Mostly B's
3. Mostly B's & C's
4. Mostly C's
5. Mostly C's & D's
6. Mostly D's
7. Mostly D's & F's
8. Mostly F's

(Discipline)

2. How many times have you been suspended from school this year?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight or more

3. How many times have you been sent out of the classroom by your teacher for a discipline problem this year?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight or more

Stress

Response Scale:
0 = never
1 = rarely, just once or twice
2 = occasionally
3 = frequently
4 = quite often

1. Feeling that you have too heavy a school load, one you can't possibly finish in an ordinary school day

2. Thinking that you'll not be able to satisfy all the demands of your teachers, family and friends

3. Feeling that you're not fully able to handle your school work

4. Feeling you can't handle your homework assignments

5. Feeling that school tends to interfere with your family or personal life

6. Generally feeling stressed from school

Absenteeism

1. How many days have you been absent from school this year?

0. none	5. five
1. one	6. six
2. two	7. seven
3. three	8. eight
4. four	9. nine or more

2. How many days have you been absent when you were not ill?

0. none	5. five
1. one	6. six
2. two	7. seven
3. three	8. eight
4. four	9. nine or more

APPENDIX T

ITEM AND ITEM-TOTAL CORRELATIONS FOR TEACHER CLIMATE DIMENSIONS

Participation Climate

	25	69	89	90	91	92	126
25							
69	.72						
89	.31	.29					
90	.27	.26	.54				
91	.57	.56	.40	.35			
92	.55	.56	.36	.24	.77		
126	.55	.56	.28	.19	.48	.49	
Item-Total	.66	.70	.45	.39	.73	.71	.60

Actual items are contained in Appendix C.

Cooperation Climate

	6	7	20	21	24	35	36	65	66	67	68	100	102	116	121	124	125
6																	
7	.42																
20	.25	.15															
21	.27	.24	.60														
24	.23	.15	.75	.61													
35	.26	.23	.30	.35	.33												
36	.33	.27	.31	.39	.34	.72											
65	.25	.30	.23	.34	.28	.23	.34										
66	.29	.31	.23	.32	.27	.29	.38	.75									
67	.24	.24	.25	.29	.20	.21	.22	.44	.38								
68	.24	.25	.22	.29	.24	.26	.30	.42	.50	.53							
100	.20	.18	.27	.39	.28	.25	.31	.29	.24	.23	.28						
102	.22	.14	.34	.39	.29	.19	.25	.31	.29	.29	.35	.60					
116	.21	.15	.21	.35	.31	.21	.27	.24	.20	.10	.23	.30	.27				
121	.26	.16	.27	.33	.30	.22	.25	.23	.23	.17	.22	.30	.22	.46			
124	.28	.21	.21	.23	.21	.25	.29	.38	.40	.37	.32	.28	.31	.20	.26		
125	.28	.17	.31	.27	.29	.21	.28	.28	.28	.27	.28	.35	.40	.30	.37	.50	
Item-Total	.44	.36	.53	.62	.56	.47	.55	.56	.56	.46	.52	.52	.53	.43	.46	.49	.53

Warmth Climate

	1	4	9	30	37	38	39	40	63	64	111
1											
4	.39										
9	.25	.33									
30	.25	.23	.17								
37	.32	.24	.23	.37							
38	.34	.29	.24	.47	.71						
39	.29	.29	.21	.25	.60	.50					
40	.32	.28	.28	.35	.53	.57	.49				
63	.24	.18	.17	.28	.34	.35	.23	.39			
64	.26	.27	.21	.29	.28	.31	.24	.36	.50		
111	.17	.08	.09	.23	.22	.26	.17	.29	.65	.36	
Item-Total	.46	.41	.36	.46	.59	.64	.49	.62	.58	.53	.44

	33	34	52	53	55	81	82	83	84
33									
34	.74								
52	.28	.30							
53	.19	.21	.46						
55	.17	.12	.48	.44					
81	.26	.24	.25	.13	.15				
82	.15	.16	.21	.09	.08	.58			
83	.14	.15	.11	.11	.12	.42	.40		
84	.27	.24	.20	.11	.10	.57	.50	.42	
Item-Total	.44	.42	.46	.32	.33	.60	.49	.41	.54

Innovation Climate

	110	112	120	123	127	128	129
110							
112	.29						
120	.42	.27					
123	.43	.32	.35				
127	.43	.27	.34	.46			
128	.38	.25	.45	.50	.43		
129	.40	.21	.38	.40	.42	.43	
Item-Total	.57	.37	.53	.59	.57	.60	.54

Item 112 was deleted from scale.

Autonomy Climate

	5	60	61	62	115	130
5						
60	-.04					
61	.06	.24				
62	.17	.01	.34			
115	.23	.03	.39	.33		
130	.19	.01	.30	.22	.53	
Item-Total	.20	.09	.48	.36	.54	.43

Item 60 was deleted from scale.

Achievement Climate

	8	22	23	27	29	56	57	58	113	122
8										
22	.19									
23	.16	.75								
27	.23	.44	.36							
29	.22	.47	.37	.62						
56	.15	.22	.14	.08	.11					
57	.14	.62	.55	.28	.28	.48				
58	.25	.39	.32	.21	.19	.25	.42			
113	.09	.54	.52	.29	.28	.15	.44	.29		
122	.34	.35	.32	.36	.38	.15	.26	.25	.28	
Item-Total	.30	.74	.64	.50	.51	.30	.65	.45	.52	.46

Hierarchy Climate

	70	71	72	73	74	131
70						
71	.63					
72	.63	.70				
73	.61	.68	.83			
74	.58	.63	.72	.80		
131	.36	.35	.33	.33	.31	
Item-Total	.69	.75	.82	.83	.76	.39

Item 131 was deleted from scale.

Structure Climate

	16	17	18	19	31	32	45	46	47	48	51	75	76	77	78	79	80	134
16																		
17	.85																	
18	.72	.76																
19	.60	.67	.71															
31	.26	.23	.30	.21														
32	.24	.22	.30	.22	.70													
45	.27	.27	.26	.23	.35	.32												
46	.13	.12	.15	.15	.29	.27	.26											
47	.19	.17	.16	.13	.31	.31	.23	.50										
48	.14	.16	.19	.17	.20	.25	.33	.23	.35									
51	.19	.16	.21	.17	.35	.32	.27	.51	.38	.17								
75	-.05	-.06	-.02	.00	.12	.12	.22	.16	.14	.03	.18							
76	.12	.15	.15	.15	.15	.20	.27	.21	.19	.21	.19	.28						
77	.24	.26	.27	.26	.20	.24	.38	.33	.26	.18	.39	.33	.53					
78	.23	.25	.26	.21	.25	.32	.36	.29	.37	.16	.33	.16	.38	.51				
79	-.01	-.04	.00	-.02	.10	.10	.13	.12	.15	-.04	.18	.09	.17	.18	.33			
80	.19	.20	.18	.18	.26	.29	.66	.24	.21	.19	.38	.25	.30	.44	.43	.19		
134	.14	.18	.17	.10	.32	.29	.32	.21	.21	.15	.30	.18	.28	.33	.30	.07	.25	
Item-Total	.47	.48	.50	.44	.51	.52	.57	.46	.47	.33	.53	.24	.43	.59	.57	.19	.54	.42

Social Reward Climate

	87	88	98
87			
88	.39		
98	.06	.13	
Item-Total	.26	.35	.11

Items 87 and 88 were deleted from scale.

Intrinsic Reward Climate

	85	88	99
85			
88	.59		
99	.26	.31	
Item-Total	.50	.56	.32

Items 85 and 88 were deleted from scale.

	85	87	93	94	95	96	97
85							
87	.30						
93	.30	.12					
94	.19	.15	.39				
95	.21	.10	.43	.53			
96	.20	.04	.38	.60	.55		
97	.19	.09	.44	.48	.55	.58	
Item-Total	.34	.19	.52	.60	.62	.61	.60

Items 85 and 87 were deleted from scale.

APPENDIX U

ITEM AND ITEM-TOTAL CORRELATIONS FOR STUDENT CLIMATE DIMENSIONS

Participation Climate

	25	79	80	81	82
25					
79	.44				
80	.40	.53			
81	.37	.55	.50		
82	.42	.55	.63	.58	
Item-Total	.50	.66	.65	.63	.70

Actual items are contained in Appendix C.

Cooperation Climate

	6	7	20	21	24	35	36	74	75	77	78
6											
7	.48										
20	.30	.32									
21	.21	.24	.42								
24	.32	.35	.65	.38							
35	.30	.24	.30	.27	.32						
36	.34	.30	.30	.27	.34	.68					
74	.25	.20	.18	.21	.17	.22	.25				
75	.26	.23	.21	.20	.21	.21	.25	.53			
76	.27	.30	.47	.31	.52	.31	.33	.18	.22		
77	.20	.18	.20	.21	.22	.20	.25	.36	.42	.23	
78	.47	.42	.42	.30	.47	.39	.42	.27	.31	.50	.32
Item - Total	.50	.48	.58	.45	.61	.51	.56	.39	.43	.56	.40

Warmth Climate

	1	4	9	30	37	38	39	40	71	72	73
1											
4	.32										
9	.39	.38									
30	.21	.19	.19								
37	.30	.24	.21	.26							
38	.34	.27	.27	.35	.71						
39	.26	.22	.24	.23	.59	.54					
40	.34	.27	.28	.26	.50	.52	.52				
71	.46	.32	.36	.30	.34	.39	.33	.42			
72	.11	.05	.09	.06	.09	.10	.11	.14	.16		
73	.41	.32	.36	.28	.34	.37	.32	.40	.61	.07	
Item - Total	.51	.42	.45	.38	.59	.65	.56	.61	.61	.15	.58

Growth Climate

	33	34	52	53	55	92	93
33							
34	.70						
52	.22	.23					
53	.17	.15	.43				
55	.17	.15	.39	.44			
92	.30	.27	.29	.27	.28		
93	.28	.28	.30	.28	.27	.46	
Item - Total	.46	.43	.50	.45	.45	.48	.48

Innovation Climate

	62	63	64	65
62				
63	.43			
64	.46	.48		
65	.03	.02	-.01	
Item - Total	.46	.47	.47	.02

Item 65 was deleted from scale.

Autonomy Climate

	5	66	67	68	69	70
5						
66	.08					
67	.09	.17				
68	.23	.13	.19			
69	.27	.19	.17	.44		
70	.27	.09	.13	.38	.34	
Item - Total	.31	.20	.24	.47	.50	.52

Item 66 was deleted from the scale.

Achievement Climate

	8	27	29	56	57	58	59	60	61
8									
27	.29								
29	.28	.47							
56	.08	.10	.14						
57	.28	.29	.31	.26					
58	-.04	.01	.08	.10	.03				
59	.30	.28	.29	.19	.50	.04			
60	.25	.23	.31	.19	.45	.05	.44		
61	.38	.33	.34	.09	.38	-.05	.38	.42	
Item - Total	.39	.44	.49	.24	.56	.04	.53	.52	.49

Hierarchy Climate

	83	84	85	86
83				
84	.22			
85	.28	.37		
86	.26	.38	.56	
Item - Total	.32	.43	.56	.55

Structure Climate

	16	17	18	19	31	32	45	46	47	48	51	87	88	89	90	91
16																
17	.68															
18	.51	.59														
19	.46	.52	.49													
31	.29	.26	.21	.24												
32	.24	.22	.17	.19	.53											
45	.18	.21	.20	.18	.18	.12										
46	.18	.19	.17	.14	.18	.17	.23									
47	.20	.22	.18	.20	.21	.19	.23	.23								
48	.16	.18	.15	.15	.15	.10	.20	.06	.25							
51	.25	.24	.22	.20	.27	.24	.15	.26	.26	.17						
87	.21	.22	.20	.19	.16	.16	.26	.19	.25	.21	.23					
88	.14	.14	.12	.12	.11	.12	.18	.16	.17	.13	.16	.23				
89	-.01	-.03	.01	-.01	-.01	.04	.03	.01	.07	.04	.03	.11	.27			
90	.12	.13	.12	.10	.15	.11	.12	.12	.09	.08	.11	.18	.08	-.06		
91	.11	.11	.10	.10	.11	.09	.19	.09	.14	.11	.10	.19	.15	.16	.10	
Item-Total	.52	.54	.47	.46	.42	.38	.35	.34	.40	.30	.41	.41	.32	.09	.21	.25

Social Reward Climate

	3	96	97
3			
96	.13		
97	.20	.46	
Item-Total	.19	.39	.44

Items 96 and 97 were deleted from scale

Intrinsic Reward Climate

	94	95	97
94			
95	.33		
97	.27	.34	
Item-Total	.36	.42	.37

Items 95 and 97 were deleted from scale

Extrinsic Reward Climate

	10	95	96
10			
95	.19		
96	.12	.36	
Item-Total	.18	.37	.30

Items 95 and 96 were deleted from scale.

APPENDIX V

ITEM AND ITEM-TOTAL CORRELATIONS FOR TEACHER PERSONAL ORIENTATION DIMENSIONS

Participative Orientation

	75	76	96	97	100
75					
76	.51				
96	.25	.30			
97	.28	.34	.36		
100	.18	.23	.20	.35	
Item-Total	.44	.52	.39	.49	.33

Cooperative Orientation

	91	92	93	94	95	96	98	99
91								
92	.18							
93	.02	.36						
94	.08	.27	.36					
95	.06	.31	.38	.37				
96	.14	.15	.26	.25	.29			
98	.05	.30	.29	.27	.41	.24		
99	.10	.25	.32	.21	.28	.16	.42	
Item-Total	.15	.44	.48	.44	.50	.36	.47	.41

Items 91 and 96 were deleted from scale.

Warm Orientation

	84	85	86	87	88	89	90
84							
85	.10						
86	.05	-.03					
87	-.15	.07	-.06				
88	.38	.00	.23	-.12			
89	.33	.12	.08	.03	.38		
90	.10	.16	.03	.21	.13	.22	
Item-Total	.23	.14	.07	.01	.31	.37	.29

Items 85, 86, 87 and 90 were deleted from the scale.

Growth Orientation

	119	120	121	122	123
119					
120	.55				
121	.49	.70			
122	.44	.65	.66		
123	.47	.62	.68	.76	
Item-Total	.56	.76	.76	.76	.77

Innovative Orientation

	72	73	74	77	78
72					
73	.64				
74	.24	.36			
77	.28	.29	.14		
78	.37	.43	.29	.43	
Item-Total	.55	.62	.34	.39	.54

Autonomous Orientation

	79	80	81	82	83
79					
80	.43				
81	.18	.30			
82	.41	.43	.28		
83	.17	.18	.12	.06	
Item-Total	.44	.52	.32	.45	.19

Item 83 was deleted from the scale.

Achievement Orientation

	66	67	68	69	70	71
66						
67	.78					
68	.74	.82				
69	.66	.68	.71			
70	.62	.67	.64	.66		
71	.15	.17	.18	.15	.16	
Item-Total	.76	.81	.80	.73	.69	.18

Item 71 was deleted from scale.

Hierarchical Orientation

	101	102	103	104	105	106
101						
102	.34					
103	.41	.35				
104	.50	.41	.53			
105	.19	.19	.33	.34		
106	.29	.42	.34	.44	.40	
Item-Total	.49	.48	.56	.66	.40	.54

Structured Orientation

	107	108	109	110	111	112	113	114	115	116	117	118
107												
108	.45											
109	.17	.21										
110	.01	-.04	.23									
111	.24	.19	.25	.17								
112	.13	.12	.26	.24	.25							
113	.16	.11	.20	.15	.18	.38						
114	.16	.22	.40	.19	.28	.26	.31					
115	.17	.20	.32	.17	.32	.33	.35	.53				
116	.11	.03	.12	-.02	.10	.13	.24	.21	.30			
117	.17	.15	.04	-.01	.04	.00	.12	.07	.07	.11		
118	.11	.09	.02	-.15	.09	.01	.12	.00	.12	.14	.10	
Item-Total	.35	.32	.42	.17	.40	.40	.43	.50	.56	.26	.16	.11

Items 108, 110, 117 and 118 were deleted from the scale.

Social Reward Orientation

	124	130	131
124			
130	.04		
131	.02	.84	
Item-Total	.03	.65	.63

Items 130 and 131 were deleted from the scale.

Intrinsic Reward Orientation

	126	129	131
126			
129	.28		
131	.07	-.14	
Item-Total	.28	.09	-.05

Items 129 and 131 were deleted from scale

Extrinsic Reward Orientation

	125	127	128	129	130
125					
127	.40				
128	.52	.53			
129	.18	.11	.32		
130	.07	.10	.12	-.10	
Item-Total	.47	.46	.64	.19	.06

Items 129 and 130 were deleted from the scale.

APPENDIX W

ITEM AND ITEM-TOTAL CORRELATIONS FOR STUDENT PERSONAL ORIENTATION DIMENSIONS

Participative Orientation

	72	73	95	96	99
72					
73	.43				
95	.24	.33			
96	.27	.37	.40		
99	.22	.41	.33	.37	
Item-Total	.50	.47	.40	.56	.45

Cooperative Orientation

	90	91	92	93	94	97	98
90							
91	.46						
92	.42	.58					
93	.25	.32	.34				
94	.23	.25	.26	.37			
97	.25	.35	.33	.38	.31		
98	.28	.37	.35	.28	.23	.30	
Item-Total	.47	.59	.58	.48	.40	.50	.47

Item 90 was deleted from scale.

Warm Orientation

	83	84	85	86	87	88	89
83							
84	.13						
85	.18	.03					
86	.17	.08	.11				
87	.51	.04	.33	.19			
88	.22	.19	.05	.12	.21		
89	.28	.20	.10	.12	.28	.29	
Item-Total	.44	.19	.22	.23	.46	.31	.38

Items 84, 85, 86 and 88 were deleted from scale.

Growth Orientation

	115	116	117	118	119
115					
116	.39				
117	.50	.55			
118	.45	.47	.61		
119	.47	.40	.56	.59	
Item-Total	.56	.56	.72	.68	.64

Innovative Orientation

	69	70	71	74	75
69					
70	.61				
71	.37	.43			
74	.33	.33	.31		
75	.30	.33	.32	.44	
Item-Total	.55	.59	.49	.48	.47

Autonomous Orientation

	76	77	78	79	80	81	82
76							
77	.39						
78	-.01	.09					
79	.08	.06	.27				
80	.20	.27	.12	04			
81	.30	.27	.03	.12	.23		
82	.10	.07	.17	.55	.01	.13	
Item-Total	.29	.31	.23	.38	.22	.30	.35

Item 78 was deleted from scale.

Achievement Orientation

	63	64	65	66	67	68
63						
64	.61					
65	.53	.61				
66	.34	.33	.46			
67	.29	.25	.33	.31		
68	.14	.08	.15	.15	.25	
Item-Total	.58	.55	.63	.46	.42	.20

Item 68 was deleted from scale.

Hierarchical Orientation

	100	101	102	103	104	105
100						
101	.27					
102	.49	.39				
103	.46	.34	.62			
104	.37	.29	.46	.43		
105	.29	.37	.37	.37	.34	
Item-Total	.53	.45	.67	.63	.53	.48

Structure Orientation

	106	107	108	109	110	111	112	113	114
106									
107	.31								
108	.03	.19							
109	.15	.32	.24						
110	.11	.31	.22	.35					
111	.16	.27	.15	.28	.45				
112	.26	.47	.13	.32	.36	.39			
113	.00	.14	.05	.11	.08	.10	.09		
114	.08	.13	.09	.13	.17	.20	.12	.18	
Item-Total	.24	.50	.25	.45	.48	.47	.50	.17	.24

Items 106, 108, 113 and 114 were deleted from scale.

Social Reward Orientation

	120	122	125	126
120				
122	.57			
125	.11	.12		
126	.14	.09	.61	
Item-Total	.37	.34	.40	.41

Items 125 and 126 were deleted from scale.

Intrinsic Reward Orientation

	123	124	126
123			
124	.17		
126	.11	-.11	
Item-Total	.21	.04	-.01

Items 124 and 126 were deleted from scale.

Extrinsic Reward Orientation

	121	124	125
121			
124	.14		
125	.16	.01	
Item-Total	.21	.09	.10

Items 124 and 125 were deleted from scale.

APPENDIX X

RESULTS OF CANONICAL CORRELATIONAL ANALYSES

FOR TEACHERS

Canonical Correlations of Outcomes and Climate for Teachers

	Canonical Coefficient Function					
	1	2	3	4	5	6
Outcome[a]						
Satisfaction						
Part	.39(.10)	.57(.15)	-.01(.22)	.04(-.04)	.15(.13)	-.01(-.02)
Coop	.45(-.13)	.49(.12)	-.31(-.59)	.08(-.23)	.00(-.48)	.26(1.04)
Warm	.53(.19)	.38(.02)	-.21(.15)	.27(.44)	.03(-.04)	.04(-.19)
Grow	.20(-.09)	.27(-.24)	-.03(.04)	-.16(-.24)	.32(.17)	-.12(-.02)
Innov	.44(.14)	.23(-.13)	.10(-.04)	-.14(-.39)	.22(.06)	-.18(-.17)
Auton	.09(-.19)	.58(.41)	-.13(-.01)	-.06(-.06)	.13(.08)	-.21(-.18)
Achiev	.52(.07)	.25(.03)	.02(-.15)	-.05(-.14)	-.17(-.60)	-.41(-.58)
Hier	.37(-.17)	.58(.38)	-.26(-.41)	.05(.11)	.14(.03)	-.01(-.25)
Struct	.87(.79)	.24(-.14)	.17(.75)	-.01(.00)	.10(.31)	.04(.40)
Social	.29(.02)	.33(.02)	.03(.19)	.05(.05)	.04(.06)	.00(-.07)
Intrin	.30(.07)	.34(-.11)	-.03(.12)	.14(.05)	-.02(-.27)	.13(.02)
Extrin	.10(-.21)	.41(.24)	.16(.22)	.08(-.03)	.46(.56)	-.02(.15)
Commitment						
Calc Inv	.21(-.06)	.12(-.12)	-.25(-.15)	.00(-.27)	.44(.46)	-.30(-.21)
Attitude	.60(.29)	.23(-.04)	-.37(-.45)	.32(.37)	.21(-.03)	-.22(-.27)
Involvement						
Clubs	.08(.07)	.19(.19)	-.02(-.06)	-.33(-.33)	-.07(-.09)	.01(-.09)
Other	-.10(-.10)	.27(.21)	.15(.18)	.10(.28)	-.17(-.10)	.28(.28)
Attend	.11(-.03)	.01(-.09)	-.06(.05)	-.02(.04)	.33(.43)	.20(.27)
Hours	.22(.11)	.26(.25)	-.18(-.13)	-.21(-.26)	.20(.16)	.10(-.01)
Inserv	.14(.06)	-.32(-.29)	.01(.08)	.01(.21)	-.15(-.08)	.11(-.04)
Suggest	-.06(-.09)	.12(.13)	.14(.15)	-.22(-.17)	-.28(-.17)	.18(-.32)
Adjust	.15(-.07)	.16(.14)	-.40(-.30)	.33(.29)	.16(.11)	-.04(-.02)
Stress	.03(.10)	-.13(.07)	-.05(-.19)	-.50(-.59)	-.23(-.07)	.29(.21)
Quit	-.19(.03)	-.27(-.17)	.03(-.29)	-.22(-.15)	-.22(.16)	.25(.10)
Absenteeism						
Total	-.22(-.10)	.25(.22)	.46(.42)	.06(.14)	-.06(.06)	.00(.03)
Sick	-.10(-.03)	.34(.24)	.16(-.07)	-.03(-.04)	-.27(-.22)	.09(.00)
Performance	.03(-.05)	-.07(-.15)	-.20(-.05)	-.02(-.16)	.00(.09)	.07(.27)

Canonical Correlations of Outcomes and Climate for Teachers (cont'd.)

	Canonical Coefficient Function					
	1	2	3	4	5	6
Climate[b]						
Part	.43(-.07)	.68(.38)	-.02(.19)	-.10(-.66)	-.03(.60)	-.09(.69)
Coop	.72(-.74)	.56(1.37)	-.21(.47)	-.11(2.42)	-.05(-1.56)	.00(1.50)
Warm	.73(.60)	.44(-.26)	-.31(-.58)	.11(.11)	.00(.30)	-.24(-1.51)
Grow	.75(.18)	.03(.16)	.08(.97)	-.48(-1.42)	-.06(-.29)	.15(-.46)
Innov	.77(.08)	.28(-.47)	-.24(-.68)	-.29(-.99)	-.16(-.06)	.10(.07)
Auton	.17(.51)	.80(.84)	-.20(.91)	-.12(-.74)	-.02(1.34)	-.43(-1.14)
Achiev	.91(.59)	.12(-.35)	-.19(-2.40)	-.11(-.51)	-.07(.42)	.19(.39)
Hier	-.25(.52)	-.65(.82)	.34(1.46)	.06(.11)	.24(1.43)	.35(-.12)
Struct	.93(.52)	.18(.11)	.02(2.29)	.08(.99)	-.20(.12)	.07(.09)
Social	.63(.21)	.16(-.14)	-.17(.43)	-.20(-.23)	.11(.59)	-.11(-.07)
Intrin	.61(.14)	-.24(-.56)	.23(-.29)	-.24(.21)	.20(.16)	-.24(-.43)
Extrin	.09(.02)	.10(-.06)	-.34(-.08)	-.04(-.06)	.65(.86)	-.32(.36)

[a]Correlations of outcomes with climate function scores.

[b]Correlations of climate with outcome function scores.

Values in parentheses are standardized canonical function weights.

Canonical Correlations of Outcomes and Personal Orientations for Teachers

	Canonical Coefficient Function							
	1	2	3	4	5	6	7	8
Outcome[a]								
Satisfaction								
Part	.17(.05)	.62(.20)	.07(.03)	.07(.29)	-.15(-.01)	-.22(.01)	.01(.02)	.11(.06)
Coop	.24(.12)	.59(.12)	.14(-.06)	-.16(-.18)	-.13(-.20)	-.23(-.16)	.02(-.15)	.12(.07)
Warm	.08(-.30)	.55(.15)	.21(.05)	-.21(-.08)	-.02(.18)	-.09(.37)	.15(.35)	.26(.51)
Grow	.31(.10)	.47(.09)	.23(.22)	.24(.34)	-.19(.01)	.02(.18)	.02(-.09)	.04(.06)
Innov	.24(.13)	.31(-.18)	.30(.15)	-.09(-.17)	-.04(.30)	-.10(-.09)	.31(.37)	-.02(-.16)
Auton	.17(-.02)	.29(-.11)	-.06(-.31)	.12(.11)	-.50(-.46)	-.02(.17)	.16(.21)	.29(.40)
Achiev	.38(.09)	.32(-.03)	-.05(-.13)	.02(.00)	-.41(-.46)	-.13(-.03)	.05(-.05)	-.15(-.19)
Hier	.16(-.12)	.51(.03)	.15(.23)	-.15(-.38)	-.22(-.19)	-.42(-.45)	-.11(-.42)	.10(.04)
Struct	.27(-.05)	.32(-.09)	.10(-.06)	-.16(-.17)	-.29(-.26)	-.33(-.15)	-.11(-.27)	-.11(-.34)
Social	.28(.21)	.44(.08)	.02(-.05)	.12(.34)	-.01(.07)	.03(.32)	.01(.00)	-.13(-.20)
Intrin	.15(-.08)	.48(-.06)	-.03(-.25)	-.13(-.29)	.13(.35)	-.19(-.33)	-.01(-.02)	-.12(-.30)
Extrin	.05(-.04)	.63(.22)	.25(.15)	.18(.25)	-.07(.09)	.06(.17)	-.04(-.20)	-.09(-.03)
Commitment								
Calc Inv	.06(-.25)	.36(.04)	.38(.12)	.22(.31)	-.11(-.10)	-.19(-.07)	.45(.52)	-.37(-.63)
Attitude	.39(.26)	.56(.25)	.35(.09)	-.11(.05)	.06(.46)	-.23(-.27)	.09(-.07)	.19(.49)
Involvement								
Clubs	.05(-.06)	.16(.09)	-.43(-.32)	-.18(-.14)	-.02(-.12)	-.04(-.20)	.37(.44)	.12(.23)
Other	.23(.06)	.02(.12)	-.28(-.17)	-.22(-.30)	-.25(-.37)	.39(.39)	.05(.04)	-.09(-.23)
Attend	.24(.09)	.30(.15)	-.22(-.08)	-.26(-.18)	.36(.40)	.29(.43)	.11(.00)	-.07(-.19)
Hours	.31(.13)	.03(.03)	-.07(-.16)	-.01(.07)	-.06(-.10)	-.22(-.25)	.17(.22)	.26(.27)
Inserv	.22(.06)	-.31(-.18)	.00(.10)	-.10(-.08)	.17(.11)	.01(-.04)	-.02(.06)	.09(.11)
Suggest	.49(.32)	-.01(.14)	-.58(-.49)	.26(.39)	.14(.28)	.00(.03)	-.18(-.16)	-.02(.08)

Canonical Correlations of Outcomes and Personal Orientations for Teachers (cont'd.)

	Canonical Coefficient Function							
	1	2	3	4	5	6	7	8
Adjust	.71(.43)	.03(-.10)	.35(.36)	-.35(-.50)	-.11(-.25)	.07(.37)	.10(-.13)	-.10(-.09)
Stress	-.11(.04)	-.46(-.29)	.05(.31)	.12(.26)	.06(-.02)	.28(.26)	-.27(-.29)	.30(.27)
Quit	-.28(-.15)	-.47(-.08)	-.41(-.24)	-.24(-.28)	.13(.11)	.04(-.13)	-.24(-.09)	-.05(-.24)
Absenteeism								
Total	-.07(.07)	-.24(-.05)	.02(.04)	.04(-.05)	-.13(-.18)	.18(.11)	.17(.06)	.01(-.02)
Sick	-.05(.00)	-.28(-.19)	-.04(.04)	-.05(.07)	.05(.22)	.13(.04)	.39(.39)	.10(.20)
Performance	.65(.32)	-.34(-.38)	-.01(.06)	.09(.29)	.01(.22)	-.35(-.37)	.11(.15)	-.11(-.07)
Climate[b]								
Part	.75(.37)	.11(.24)	-.39(-.77)	-.01(.32)	.06(-.06)	.20(.07)	-.20(-.08)	.08(.14)
Coop	.66(.24)	.22(.01)	.02(.05)	-.38(-.51)	.33(.61)	.30(.26)	-.17(-.12)	.03(-.18)
Warm	.43(.04)	.06(-.06)	.49(.53)	-.36(-.31)	.00(-.05)	.41(.46)	.08(.45)	.16(.22)
Grow	.62(.23)	-.09(-.05)	.15(.00)	-.09(-.18)	-.41(-.56)	-.31(-.49)	-.10(-.04)	.41(.44)
Innov	.78(.45)	-.18(-.09)	.06(-.04)	.08(.18)	-.07(.09)	-.14(-.13)	-.02(.26)	-.09(-.15)
Auton	.20(-.03)	-.56(-.35)	.08(.14)	-.04(-.14)	-.05(-.06)	-.16(-.31)	-.38(-.54)	-.39(-.57)
Achiev	.50(.08)	-.18(-.09)	.49(.49)	.07(.10)	-.25(-.20)	.08(.11)	-.12(-.15)	-.10(-.21)
Hier	.03(-.08)	.72(.72)	.27(.16)	-.26(-.26)	.18(-.18)	-.38(-.54)	-.27(-.38)	.13(-.11)
Struct	.12(.08)	-.05(-.24)	.35(.25)	.30(.42)	.66(.78)	-.35(-.21)	-.19(.01)	.32(.27)
Social	.04(-.08)	-.10(.18)	.11(.18)	.25(.67)	-.12(-.22)	.30(.37)	-.52(-.34)	.57(.38)
Intrin	.06(-.12)	-.25(-.06)	-.10(-.11)	-.32(-.27)	.04(-.03)	.20(.33)	-.67(-.82)	.36(-.18)
Extrin	-.14(-.05)	-.48(-.44)	-.16(-.17)	-.39(-.54)	.07(.19)	-.11(-.37)	-.24(.52)	.55(.53)

[a]Correlations of outcomes with personal orientation function scores.
[b]Correlations of personal orientations with outcome function scores.
Values in parentheses are standardized canonical function weights.

APPENDIX Y

RESULTS OF CANONICAL CORRELATIONAL ANALYSES

FOR STUDENTS

Canonical Correlations of Outcomes and Climates for Students

	Canonical Coefficient Function					
	1	2	3	4	5	6
Outcome[a]						
Satisfaction						
Part	.23(-.19)	-.52(-.26)	.14(.20)	.15(.26)	.29(.37)	.18(-.20)
Coop	.39(-.02)	-.37(.01)	-.07(-.02)	.25(.49)	.22(-.01)	.06(-.26)
Warm	.43(.09)	-.11(.24)	.03(.08)	.04(-.15)	.15(.08)	-.01(-.12)
Grow	.37(.07)	-.48(-.30)	.28(.57)	.01(-.15)	-.11(-.67)	.27(.27)
Innov	.33(.20)	-.53(-.21)	-.07(-.11)	-.06(-.18)	.26(.14)	.37(.29)
Auton	.16(-.15)	-.40(.09)	-.04(.05)	-.02(-.29)	.22(.05)	.63(.88)
Achiev	.22(-.08)	-.25(.12)	-.23(-.22)	.01(-.10)	.19(.05)	.28(.14)
Hier	.14(.01)	-.38(-.06)	-.11(.01)	.21(.34)	.26(.07)	.25(-.04)
Struct	.79(.72)	-.01(.25)	.02(-.01)	-.04(-.20)	.03(-.20)	-.06(-.14)
Social	.24(.15)	-.29(-.04)	-.36(-.29)	.14(.14)	.15(-.02)	.12(.01)
Intrin	-.09(-.32)	-.27(-.03)	-.13(-.01)	.30(.38)	.23(.10)	-.02(-.08)
Extrin	.12(-.06)	-.38(-.15)	-.37(-.41)	-.40(-.67)	.42(.38)	-.09(-.38)
Commitment	.55(.28)	-.52(-.60)	.03(.12)	.10(-.19)	.18(.11)	.04(-.13)
Involvement						
Clubs	.23(.19)	.03(.02)	-.16(-.05)	.21(-.38)	.18(-.28)	.04(-.30)
Time	.13(-.09)	.12(.31)	.18(-.44)	.06(.25)	.11(.27)	-.15(.22)
Lead	-.06(-.08)	-.01(.01)	.13(.24)	-.03(-.17)	.15(.19)	.00(-.17)
Attend	.13(-.04)	-.19(-.19)	-.02(.27)	.33(-.09)	.21(.09)	-.14(.02)
Adjustment	.30(-.14)	-.12(.21)	-.07(-.13)	.09(-.10)	.13(.07)	.05(.09)
Stress	-.05(.08)	.38(.25)	.28(.24)	-.18(-.13)	.06(.20)	-.01(.12)
Quit	-.54(-.21)	.21(-.12)	-.07(-.11)	-.20(-.29)	-.15(-.12)	.01(.08)
Absenteeism						
Total	-.16(-.04)	-.11(-.28)	.38(.16)	.05(.11)	.42(.30)	-.22(-.32)
Sick	-.18(-.03)	.07(.18)	.44(.40)	-.05(-.05)	.39(.34)	-.05(.17)
Performance						
Grades	.01(.01)	-.20(-.21)	.09(.16)	-.10(-.15)	-.10(-.15)	-.18(-.17)
Suspend	-.21(-.05)	-.11(-.02)	-.05(-.09)	.00(.23)	-.09(-.11)	.07(.21)
Discip	-.33(-.17)	-.25(-.36)	.03(-.05)	-.29(-.38)	-.25(-.28)	-.24(-.30)

Canonical Correlations of Outcomes and Climates for Students (cont'd.)

	Canonical Coefficient Function				
	7	8	9	10	11
Outcome[a]					
Satisfaction					
Part	-.14(-.31)	-.09(-.14)	.30(-.05)	.10(.00)	-.11(-.42)
Coop	-.12(-.53)	-.04(.10)	.50(.46)	.11(-.10)	.05(-.07)
Warm	.33(.70)	.11(.40)	.49(.36)	.07(-.05)	.18(.18)
Grow	-.18(-.27)	-.13(-.18)	.27(.16)	.17(.14)	.28(.49)
Innov	.13(.27)	-.40(-.80)	.18(-.33)	-.14(-.51)	.06(.07)
Auton	.05(.20)	.14(.55)	.26(-.23)	.26(.44)	-.11(-.37)
Achiev	-.15(-.31)	-.03(.00)	.39(.25)	.01(-.20)	.28(.39)
Hier	-.02(-.14)	.01(.12)	.53(.50)	.18(.05)	-.05(-.05)
Struct	.07(.04)	-.18(-.34)	.17(-.14)	.20(.28)	-.11(-.43)
Social	.14(.25)	-.17(-.18)	.15(-.09)	.07(-.01)	-.19(-.36)
Intrin	.39(.49)	-.21(-.24)	.16(-.04)	.45(.43)	.28(.28)
Extrin	-.08(-.17)	-.02(.12)	.22(.03)	.20(.08)	.10(.11)
Commitment	.16(.50)	.27(.48)	.06(-.13)	.02(.01)	.26(-.04)
Involvement					
Clubs	-.31(-.43)	.08(.11)	-.33(-.47)	.25(.15)	.14(.08)
Time	-.17(-.06)	-.05(-.19)	-.05(.10)	.21(.12)	.10(-.08)
Lead	.01(.19)	.07(.06)	-.12(.04)	.21(.19)	-.13(-.28)
Attend	.02(.15)	.04(.00)	-.06(-.08)	-.02(-.15)	-.01(-.18)
Adjustment	.08(.02)	.01(-.13)	.08(.04)	-.08(-.32)	.48(.48)
Stress	.01(.12)	.06(.25)	-.27(.11)	-.21(-.22)	-.26(.00)
Quit	.09(.33)	-.31(-.26)	.06(.15)	.05(.17)	-.29(-.17)
Absenteeism					
Total	.02(.02)	-.06(.18)	-.20(-.24)	-.24(-.23)	-.12(-.10)
Sick	.00(-.05)	-.26(-.33)	-.09(.08)	-.13(.12)	-.05(.14)
Performance					
Grades	-.04(.01)	.06(.05)	-.34(-.28)	.42(.39)	.26(.23)
Suspend	.09(.15)	.11(.16)	-.27(-.27)	-.34(-.38)	-.10(.06)
Discip	-.04(-.14)	.02(.07)	.02(.18)	-.21(-.05)	-.26(-.22)

Canonical Correlations of Outcomes and Climates for Students (cont'd.)

	Canonical Coefficient Function					
	1	2	3	4	5	6
Climate[b]						
Part	.33(.29)	-.72(-.28)	.18(.62)	.17(.06)	.29(.46)	-.03(-.16)
Coop	.63(-.19)	-.60(-.93)	.11(.76)	.25(-.33)	.11(-2.04)	-.14(.28)
Warm	.77(-.35)	-.16(1.15)	.11(1.15)	.40(.72)	.17(1.20)	-.18(-1.52)
Grow	.67(-.31)	-.44(-.06)	.23(1.05)	.12(-.56)	.25(.74)	.18(.56)
Innov	.55(.14)	-.71(-.51)	-.07(-.22)	-.02(.31)	.19(-.15)	-.12(-.40)
Auton	.58(-.36)	-.49(-.17)	-.16(-1.78)	.46(1.01)	.11(.15)	.08(1.35)
Achiev	.85(.98)	-.25(-.31)	-.07(-.54)	.08(.07)	.22(.37)	-.12(.10)
Hier	-.45(-.27)	.08(-.28)	-.14(.49)	-.50(-.32)	-.30(-.24)	.03(.05)
Struct	-.92(.81)	-.14(.48)	-.07(-.25)	-.10(-.74)	-.02(-.88)	.04(.73)
Social	.55(-.07)	-.44(-.08)	-.23(-.17)	.08(-.14)	-.13(-.23)	-.43(-1.07)
Intrin	.36(-.40)	-.56(.23)	-.24(-.52)	-.29(-.54)	.51(1.05)	-.23(-.14)
Extrin	.59(.21)	-.30(-.20)	.04(.12)	.49(.01)	.07(-.25)	-.03(.01)

Canonical Correlations of Outcomes and Climates for Students (cont'd.)

	Canonical Coefficient Function				
	7	8	9	10	11
Climate[b]					
Part	-.02(.71)	-.25(.40)	-.27(-2.04)	.11(.68)	-.25(.33)
Coop	-.03(-1.98)	-.14(-.58)	.25(2.07)	.15(-.04)	-.14(.19)
Warm	.12(1.79)	-.17(-1.44)	.29(.39)	.16(-.01)	.02(-.28)
Grow	.09(.57)	.02(.33)	.34(.67)	.19(.69)	-.10(-.62)
Innov	.18(.55)	-.18(.24)	.15(-.13)	-.21(-2.02)	-.05(.00)
Auton	.14(.62)	-.17(-.19)	.22(.38)	.26(.29)	-.03(-.34)
Achiev	.10(-.21)	.06(2.66)	-.31(-1.17)	.15(-.08)	.11(1.62)
Hier	.41(.59)	-.06(-.41)	.01(.16)	.01(.52)	.50(.92)
Struct	.17(-.33)	-.22(-1.16)	.16(-.31)	.11(.03)	-.06(-.59)
Social	.13(.49)	-.01(.53)	.22(-.38)	.39(.70)	-.10(-.66)
Intrin	-.06(-.48)	-.26(-1.04)	.12(.73)	.05(.48)	-.06(-.23)
Extrin	-.21(-1.22)	-.21(-.34)	.16(-.38)	.26(.00)	.26(1.05)

[a]Correlations of outcomes with climate function scores.

[b]Correlations of climates with outcome function scores.

Values in parentheses are standardized canonical function weights.

Canonical Correlations of Outcomes and Personal Orientations for Students

	Canonical Coefficient Function							
	1	2	3	4	5	6	7	8
Outcome[a]								
Satisfaction								
Part	.53(.11)	-.22(-.07)	.25(-.15)	-.29(-.42)	.26(.01)	-.14(-.09)	-.01(.02)	-.16(-.41)
Coop	.58(.10)	-.14(-.06)	.44(.22)	-.12(-.16)	.34(.17)	-.35(-.65)	-.06(.13)	.15(.77)
Warm	.42(-.12)	.14(.24)	.64(.72)	-.08(-.04)	.33(.13)	.02(.40)	-.01(.10)	-.19(-.40)
Grow	.54(-.01)	-.03(.03)	.24(-.13)	-.05(.05)	.22(.08)	-.10(-.02)	.18(.45)	.01(.08)
Innov	.42(-.04)	-.30(-.04)	.40(.29)	-.01(.17)	.12(-.24)	.06(.31)	-.36(-.66)	-.06(-.01)
Auton	.44(-.04)	-.40(-.17)	.22(-.04)	-.18(-.25)	.46(.42)	.06(.29)	.03(.28)	.06(.43)
Achiev	.59(.22)	-.29(-.18)	.07(-.25)	.21(.39)	.17(-.10)	-.14(-.11)	-.11(-.08)	-.20(-.35)
Hier	.37(.03)	-.47(-.30)	.38(.24)	.11(.24)	.29(.07)	-.02(.08)	-.22(-.27)	-.15(-.28)
Struct	.33(-.06)	.24(.27)	.27(.00)	-.15(-.08)	.28(.14)	-.45(-.52)	-.26(-.31)	-.10(-.05)
Social	.28(-.02)	-.22(-.03)	.13(.02)	.12(.07)	.29(.12)	-.14(-.07)	-.14(-.07)	-.01(.00)
Intrin	.37(.11)	-.16(-.01)	.04(-.16)	.02(-.04)	.14(-.04)	-.30(-.29)	.07(.20)	-.14(-.13)
Extrin	.26(-.04)	-.26(-.09)	.16(.04)	.09(.09)	.19(-.02)	-.14(-.02)	-.01(.05)	-.14(-.17)
Commitment	.83(.51)	-.11(-.46)	.10(.06)	-.20(-.28)	-.17(-.99)	-.04(-.03)	-.07(-.05)	-.05(.08)
Involvement								
Clubs	.35(.09)	.36(.20)	.16(.06)	.51(.36)	-.12(-.06)	-.26(-.27)	.11(-.20)	.26(.43)
Time	.33(-.01)	.30(.05)	.17(.02)	.24(.09)	-.07(.02)	-.10(-.01)	.15(.01)	.13(.08)
Lead	.14(.00)	.16(-.01)	.24(.18)	.55(.33)	-.26(-.23)	.02(.07)	.33(.34)	.10(.03)
Attend	.40(.10)	.29(.16)	.34(.30)	-.02(-.15)	-.08(-.08)	-.01(-.01)	.28(.23)	-.09(-.30)
Adjustment	.77(.40)	.41(.54)	-.02(-.37)	.05(.01)	.18(.20)	.32(.64)	-.06(-.15)	-.01(-.01)
Stress	-.40(-.06)	.29(.25)	-.07(-.04)	-.22(-.31)	-.47(-.36)	-.16(-.12)	.01(-.03)	-.21(-.32)
Quit	-.43(.19)	-.16(-.27)	.02(.09)	.14(-.02)	-.28(-.51)	.07(.10)	.07(.02)	.16(.26)

Canonical Correlations of Outcomes and Personal Orientations for Students (cont'd.)

	Canonical Coefficient Function							
	1	2	3	4	5	6	7	8
Absenteeism								
Total	-.20(.06)	.18(.19)	.11(.07)	-.02(-.06)	-.09(-.07)	-.11(-.20)	-.33(-.13)	-.14(-.23)
Sick	-.33(-.14)	.14(.02)	.18(.10)	.11(.09)	-.04(-.01)	.06(.17)	-.39(-.39)	.03(.26)
Performance								
Grades	.10(.04)	.01(-.05)	-.25(-.26)	.42(.27)	.11(.12)	-.17(-.12)	-.11(-.18)	-.32(-.35)
Suspend	-.26(-.05)	-.04(-.04)	.19(.06)	.27(.19)	.00(.15)	-.02(-.07)	.28(.44)	-.37(-.40)
Discip	-.36(-.11)	-.12(-.14)	.29(.22)	.14(-.04)	-.21(-.20)	.06(.07)	.07(-.06)	-.13(.08)
Personal Orientation[b]								
Part	.61(.08)	.37(.21)	-.22(.32)	.36(.37)	-.42(-.64)	-.10(-.25)	.20(.79)	.20(.54)
Coop	.78(.29)	.34(.25)	.04(-.18)	-.05(-.36)	-.22(-.22)	-.22(-.61)	-.01(-.13)	-.20(-.53)
Warm	.62(.18)	.48(.44)	.23(.45)	-.14(-.26)	.24(.52)	.34(.63)	.10(.15)	-.22(-.33)
Grow	.76(.25)	.13(.10)	-.27(-.13)	.11(-.02)	.08(.31)	.08(.01)	-.18(-.33)	.42(.95)
Innov	.51(.02)	.06(-.14)	.28(.55)	.55(.46)	-.15(.05)	.21(.44)	-.45(-.81)	.02(-.01)
Auton	.24(-.08)	.24(.07)	-.48(-.50)	.16(-.06)	-.08(-.14)	.10(-.03)	-.26(-.26)	.09(.05)
Achiev	.72(.23)	-.07(-.19)	-.35(-.51)	.47(.61)	.24(.50)	-.03(-.33)	.04(.33)	-.17(-.60)
Hier	.64(.34)	-.64(-.65)	.19(.42)	-.31(-.44)	.00(.18)	-.07(-.41)	.00(-.15)	.04(.24)
Struct	.56(.03)	-.44(-.27)	-.20(-.29)	-.02(.07)	-.35(-.54)	.44(.74)	.20(.43)	-.10(-.25)
Social	.40(.05)	.18(.15)	-.20(-.12)	-.24(-.25)	-.43(-.35)	.05(-.27)	-.44(-.51)	-.14(-.39)
Intrin	.29(-.04)	-.01(-.12)	-.14(.02)	-.07(.14)	-.35(-.21)	.32(.24)	-.26(-.06)	-.11(-.10)
Extrin	.40(.06)	.18(.12)	-.34(-.21)	-.31(-.33)	-.06(.12)	.34(.32)	-.06(.22)	.27(.40)

[a]Correlations of outcomes with personal orientation function scores.
[b]Correlations of personal orientations with outcome function scores.
Values in parentheses are standardized canonical function weights.

APPENDIX Z

STANDARDIZED BETA WEIGHTS FOR TEACHER REGRESSIONS

Standardized Beta Weights for Teachers

FACET SATISFACTION

Dimension	Climate	Personal Orientation	Interaction
Part	.08	-.17	.35
Coop	.35	.13	
Warm	.36	.09	
Grow	.10	.14	
Innov	.40	.35	-.35
Auton	.14	-.30	.24
Achiev	.33	.14	-.04
Hier	-.67	-.20	.66
Struct	.53	-.08	.04
Social	.17	-.09	.05
Intrin	.05	-.07	.03
Extrin	.06	-.28	.04

Variables for which no beta weights are reported did not meet the statistical criteria for inclusion in the regression equation. A variable was not entered if the tolerance value was less than .01 or the probability of F to enter was less than .05.

COMMITMENT: CALCULATIVE INVOLVEMENT

Dimension	Climate	Personal Orientation	Interaction
Part	-.46	-.50	.75
Coop	-.57	-.09	
Warm	.32	.10	
Grow	-.03	-.04	
Innov	.16	.04	
Auton	.36	.00	-.06
Achiev	.41	.08	
Hier	.12	.02	.14
Struct	-.25	.02	
Social	-.03	.04	-.04
Intrin	.02	-.23	.10
Extrin	.10	-.09	-.06

COMMITMENT: ATTITUDINAL

Dimension	Climate	Personal Orientation	Interaction
Part	-.52	-.27	.56
Coop	-.27	.06	
Warm	.41	.09	
Grow	-.07	.04	
Innov	-.02	.03	
Auton	.20	-.25	.16
Achiev	.49	.06	
Hier	.03	.04	.22
Struct	-.03	.04	
Social	-.22	-.10	.13
Intrin	.12	.00	-.10
Extrin	.05	.02	-.13

INVOLVEMENT: NUMBER CLUBS SPONSOR (CLUBS)

Dimension	Climate	Personal Orientation	Interaction
Part	.06	.14	.00
Coop	-.05	.03	
Warm	.08	-.04	
Grow	.31	.03	
Innov	.06	.02	
Auton	.08	-.01	-.13
Achiev	-.23	-.10	
Hier	.02	.01	.03
Struct	-.03	-.07	
Social	.20	.09	-.22
Intrin	-.18	-.13	.04
Extrin	.07	.23	-.13

INVOLVEMENT: NUMBER OTHER ACTIVITIES SPONSOR (OTHER)

Dimension	Climate	Personal Orientation	Interaction
Part	-.31	-.02	.23
Coop	1.10	.09	
Warm	-.33	-.01	
Grow	-.10	.02	
Innov	-.36	.08	
Auton	-.46	-.28	.25
Achiev	-.35	-.03	
Hier	-.55	-.63	.72
Struct	.18	-.16	
Social	.09	.07	-.14
Intrin	-.16	-.04	.15
Extrin	.20	.29	-.42

INVOLVEMENT: ATTENDANCE AT ACTIVITIES (ATTEND)

Dimension	Climate	Personal Orientation	Interaction
Part	.46	.52	-.56
Coop	.23	.15	
Warm	-.03	.01	
Grow	-.04	-.08	
Innov	-.07	-.03	
Auton	-.18	-.35	.29
Achiev	.15	-.06	
Hier	.02	-.18	.20
Struct	-.12	.01	
Social	-.35	-.68	.69
Intrin	.18	.26	-.29
Extrin	.04	-.04	.05

INVOLVEMENT: ATTENDANCE AT INSERVICE/DEVELOPMENT (INSERV)

Dimension	Climate	Personal Orientation	Interaction
Part	.27	.20	-.21
Coop	-.18	-.01	
Warm	-.14	.05	
Grow	-.06	.15	
Innov	-.03	.10	
Auton	.61	.39	-.50
Achiev	.73	-.10	
Hier	-.08	-.23	.28
Struct	-.29	.07	
Social	-.13	.06	-.16
Intrin	.20	.09	-.18
Extrin	.03	-.01	.06

INVOLVEMENT: NUMBER NON-REQUIRED HOURS WORKED (HOURS)

Dimension	Climate	Personal Orientation	Interaction
Part	.05	.09	-.23
Coop	.10	.12	
Warm	-.24	.02	
Grow	-.18	.08	
Innov	.00	.08	
Auton	-.43	-.44	.55
Achiev	.19	-.04	
Hier	-.20	-.13	-.06
Struct	.07	.07	
Social	.13	.24	-.39
Intrin	.29	.10	-.07
Extrin	-.21	-.19	.32

INVOLVEMENT: NUMBER SUGGESTIONS MADE (SUGGEST)

Dimension	Climate	Personal Orientation	Interaction
Part	-.04	.36	-.01
Coop	.25	.01	
Warm	.04	-.14	
Grow	.18	.02	
Innov	.00	.20	
Auton	-.16	-.16	.17
Achiev	-.31	-.11	
Hier	-.09	-.05	.02
Struct	.03	.03	
Social	.10	.27	-.33
Intrin	-.08	-.05	.06
Extrin	-.33	-.32	.38

ADJUSTMENT

Dimension	Climate	Personal Orientation	Interaction
Part	-.09	-.07	-.15
Coop	-.23	.14	
Warm	.32	.18	
Grow	-.13	.10	
Innov	.10	.17	
Auton	-.25	-.28	.16
Achiev	.17	.09	
Hier	-.14	-.06	.08
Struct	-.10	-.03	
Social	-.03	.06	.08
Intrin	-.08	-.16	.14
Extrin	-.04	-.13	.14

STRESS

Dimension	Climate	Personal Orientation	Interaction
Part	.26	.20	-.44
Coop	-.08	-.03	
Warm	-.26	.05	
Grow	.11	-.06	
Innov	.13	-.04	
Auton	.03	.03	.02
Achiev	.34	.07	
Hier	-.11	-.12	-.10
Struct	-.25	.09	
Social	-.06	.01	.09
Intrin	.07	.14	-.08
Extrin	-.05	.03	.06

INTENTION TO TURNOVER (QUIT)

Dimension	Climate	Personal Orientation	Interaction
Part	.41	.39	-.67
Coop	.32	.03	
Warm	-.28	-.09	
Grow	.00	-.02	
Innov	-.12	-.07	
Auton	-.36	.12	.03
Achiev	-.06	-.12	
Hier	-.28	-.08	-.09
Struct	-.06	-.03	
Social	.31	.26	-.41
Intrin	-.11	-.09	.23
Extrin	-.03	.07	.10

ABSENTEEISM: TOTAL NUMBER DAYS ABSENT (TOTAL)

Dimension	Climate	Personal Orientation	Interaction
Part	-.28	-.20	.25
Coop	.60	.00	
Warm	-.32	.03	
Grow	.06	.01	
Innov	-.25	-.07	
Auton	.41	.07	-.03
Achiev	-.39	.05	
Hier	.57	.08	-.28
Struct	.36	-.01	
Social	-.05	.07	-.08
Intrin	-.17	-.24	.19
Extrin	-.21	-.09	.25

ABSENTEEISM: DAYS ABSENT WHEN NOT ILL (SICK)

Dimension	Climate	Personal Orientation	Interaction
Part	.15	.06	-.19
Coop	.71	.04	
Warm	-.27	.07	
Grow	.01	-.01	
Innov	-.30	-.01	
Auton	.49	.61	-.72
Achiev	.10	-.02	
Hier	.15	-.13	-.06
Struct	-.09	.07	
Social	-.08	.04	-.13
Intrin	-.16	-.29	.19
Extrin	-.27	.03	.22

PERFORMANCE

Dimension	Climate	Personal Orientation	Interaction
Part	-.45	-.34	.70
Coop	-.28	.08	
Warm	.18	-.06	
Grow	-.04	.14	
Innov	.27	.26	
Auton	-.07	.13	-.07
Achiev	.01	.06	
Hier	-.19	-.37	.32
Struct	-.10	.09	
Social	-.06	-.14	.07
Intrin	-.05	-.14	.05
Extrin	.00	.07	.00

APPENDIX AA

STANDARDIZED BETA WEIGHTS FOR STUDENT REGRESSIONS

Standardized Beta Weights for Students

FACET SATISFACTION

Dimension	Climate	Personal Orientation	Interaction
Part	.02	-.22	.42
Coop	.21	.28	
Warm	-.05	-.20	.55
Grow	.20	.26	
Innov	.30	.30	-.15
Auton	.14	-.02	
Achiev	.12	.31	
Hier	-.10	.35	
Struct	.36	.00	
Social	.14	.00	
Intrin	.05	.02	
Extrin	-.07	-.20	.24

Variables for which no beta weights are reported did not meet the statistical criteria for inclusion in the regression equation. A variable was not entered if the tolerance value was less than .01 or the probability of F to enter was less than .05.

COMMITMENT: ATTITUDINAL

Dimension	Climate	Personal Orientation	Interaction
Part	.18	.04	.10
Coop	-.20	.18	
Warm	-.05	.08	
Grow	.09	.10	
Innov	.10	-.11	.00
Auton	-.18	-.04	
Achiev	.30	.08	
Hier	-.07	.27	
Struct	.01	.05	
Social	.03	.03	
Intrin	-.15	.00	
Extrin	.03	-.05	.18

ADJUSTMENT

Dimension	Climate	Personal Orientation	Interaction
Part	-.01	-.04	.09
Coop	-.16	.17	
Warm	.02	.25	
Grow	.03	.15	
Innov	.10	.15	-.13
Auton	-.03	-.02	
Achiev	.09	.10	
Hier	-.04	.03	
Struct	.03	-.01	
Social	-.05	.01	
Intrin	-.02	-.04	
Extrin	.14	.26	-.20

STRESS

Dimension	Climate	Personal Orientation	Interaction
Part	.08	.13	-.12
Coop	-.17	.08	
Warm	.07	-.06	
Grow	.15	-.12	
Innov	.03	-.11	.05
Auton	-.17	.05	
Achiev	.03	-.15	
Hier	-.02	-.18	
Struct	-.03	.00	
Social	.03	.06	
Intrin	-.05	.01	
Extrin	-.06	-.05	.08

INTENTION TO TURNOVER (QUIT)

Dimension	Climate	Personal Orientation	Interaction
Part	-.27	-.13	.19
Coop	.19	-.13	
Warm	.11	-.12	
Grow	.00	-.06	
Innov	.00	.32	-.34
Auton	.18	.03	
Achiev	-.42	-.10	
Hier	.10	-.08	
Struct	-.01	.05	
Social	-.01	.01	
Intrin	.18	.01	
Extrin	-.03	.12	-.22

INVOLVEMENT: NUMBER CLUBS BELONG TO (CLUBS)

Dimension	Climate	Personal Orientation	Interaction
Part	.26	.55	-.40
Coop	-.24	.06	
Warm	-.17	.06	
Grow	-.03	.07	
Innov	-.14	-.14	.20
Auton	.08	-.03	
Achiev	.20	.07	
Hier	-.13	-.05	
Struct	.02	-.07	
Social	.00	-.02	
Intrin	.03	.01	
Extrin	.19	.09	-.14

INVOLVEMENT: HOURS SPENT OUTSIDE REGULAR SCHOOL HOURS (HOURS)

Dimension	Climate	Personal Orientation	Interaction
Part	.08	.19	-.05
Coop	-.04	.06	
Warm	.17	.10	
Grow	.07	.03	
Innov	-.13	.03	.01
Auton	-.20	-.04	
Achiev	-.03	.06	
Hier	-.02	.01	
Struct	.01	-.04	
Social	.00	-.01	
Intrin	.05	-.03	
Extrin	.18	.25	-.25

INVOLVEMENT: NUMBER LEADERSHIP POSITIONS (LEAD)

Dimension	Climate	Personal Orientation	Interaction
Part	.07	.21	-.04
Coop	-.13	.02	
Warm	.04	.01	
Grow	.19	-.01	
Innov	-.04	.13	-.05
Auton	-.07	-.08	
Achiev	-.07	.04	
Hier	.00	-.10	
Struct	-.07	.04	
Social	.06	-.05	
Intrin	.04	-.01	
Extrin	.01	-.02	.01

INVOLVEMENT: ATTENDANCE AT ACTIVITIES (ATTEND)

Dimension	Climate	Personal Orientation	Interaction
Part	.13	.35	-.22
Coop	.10	.07	
Warm	-.05	.18	
Grow	-.12	.00	
Innov	.17	.22	-.26
Auton	.05	-.06	
Achiev	.06	.01	
Hier	-.04	.05	
Struct	-.04	-.05	
Social	.03	.03	
Intrin	-.15	-.03	
Extrin	-.05	-.07	.13

ABSENTEEISM: TOTAL NUMBER DAYS ABSENT (TOTAL)

Dimension	Climate	Personal Orientation	Interaction
Part	.22	.06	-.12
Coop	-.04	.05	
Warm	.27	.01	
Grow	.08	.02	
Innov	.12	.19	-.18
Auton	-.16	.00	
Achiev	.00	-.10	
Hier	.06	-.12	
Struct	-.27	-.04	
Social	-.03	.06	
Intrin	.03	-.03	
Extrin	-.17	-.25	.23

ABSENTEEISM: NUMBER DAYS ABSENT WHEN NOT ILL (SICK)

Dimension	Climate	Personal Orientation	Interaction
Part	.08	-.06	.04
Coop	-.02	-.06	
Warm	.34	.01	
Grow	.17	-.01	
Innov	.06	.38	-.33
Auton	-.16	.01	
Achiev	-.16	-.11	
Hier	.09	-.11	
Struct	-.14	-.05	
Social	-.10	.00	
Intrin	.11	.02	
Extrin	-.17	-.30	.30

PERFORMANCE: GRADES

Dimension	Climate	Personal Orientation	Interaction
Part	.24	.11	-.13
Coop	.07	.02	
Warm	-.09	-.04	
Grow	.01	-.02	
Innov	-.20	-.31	.35
Auton	-.17	.04	
Achiev	.13	.19	
Hier	.10	-.04	
Struct	-.05	-.03	
Social	.10	.00	
Intrin	-.06	.02	
Extrin	-.07	-.31	.32

PERFORMANCE: NUMBER OF SUSPENSIONS (SUSPEND)

Dimension	Climate	Personal Orientation	Interaction
Part	.04	.07	-.04
Coop	.02	-.04	
Warm	-.14	-.01	
Grow	-.04	-.10	
Innov	.33	.48	-.52
Auton	.08	-.03	
Achiev	.05	.01	
Hier	.02	-.09	
Struct	-.10	.01	
Social	-.01	-.05	
Intrin	-.09	.03	
Extrin	-.27	-.54	.54

PERFORMANCE: NUMBER DISCIPLINARY REFERRALS (DISCIP)

Dimension	Climate	Personal Orientation	Interaction
Part	-.12	.02	.03
Coop	.29	-.08	
Warm	-.18	-.06	
Grow	.02	-.10	
Innov	.26	.35	-.33
Auton	-.11	-.01	
Achiev	-.16	-.10	
Hier	.07	-.06	
Struct	-.09	.01	
Social	.12	-.04	
Intrin	-.01	.04	
Extrin	-.43	-.91	.99

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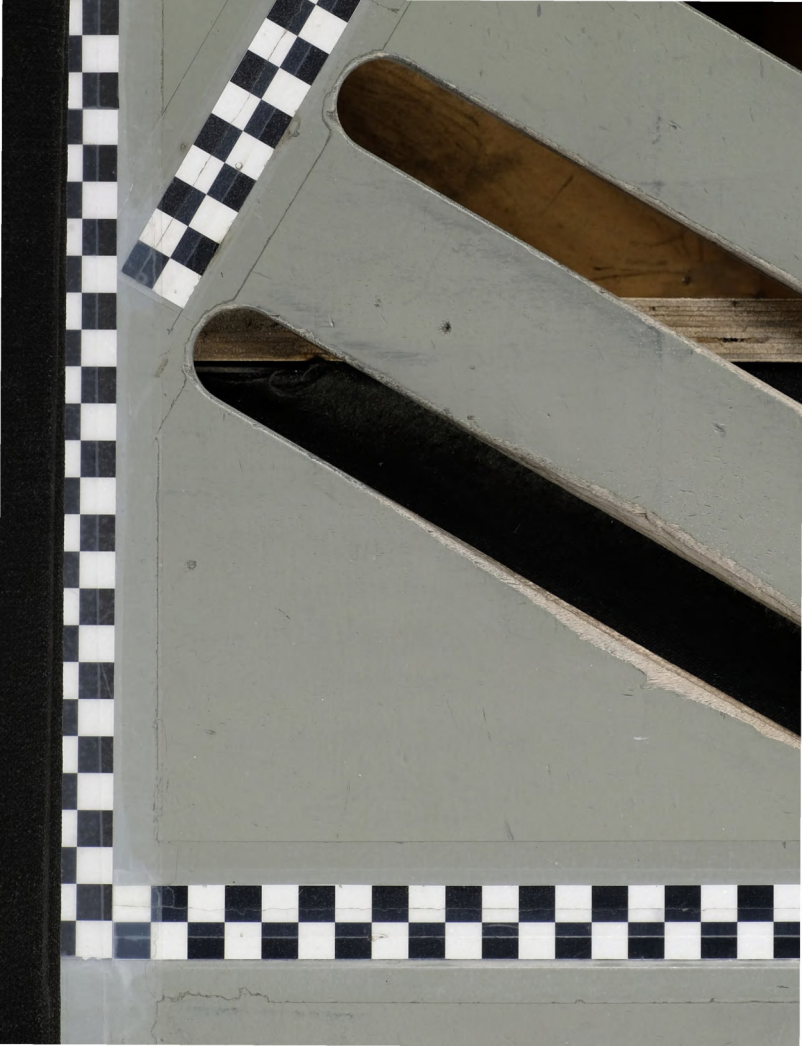
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