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PERSON-ORGANIZATION VALUES CONGRUENCE
AND THE WORK COMMITMENT OF HIGH-SCHOOL PRINCIPALS

A Dissertation

Presented to The Faculty of the School of Education

Organization and Leadership Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

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San Francisco, CA

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This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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CHAPTER 1

THE RESEARCH PROBLEM

Statement of the Problem

Since the early 1990s, high schools in California have been faced with increasing mandates for student performance and accountability from both the state and federal governments. These public and legislative demands include the implementation of a rigorous high-school exit examination as a requirement for earning a high-school diploma (Title 5, California Code of Regulations, 2001), a high stakes testing program that results in the ranking of high schools as a result of their performance (Public Schools Accountability Act, 1999), and the federal No Child Left Behind legislation. These mandates are occurring in a rapidly changing social and educational environment (Yerkes & Guaglianone, 1998) that includes a large increase in the number of special-needs students, such as English language learners and special-education students (California Department of Education, 2000), a proliferation of information technology, a rapidly changing global economy, growing concerns about public safety, and profound changes in the traditional family structure.

In this changing and demanding educational environment, the role of the high-school administrator has become critical. Effective schools need effective and committed leaders (Farkas, Johnson, Duffett, & Foleno, 2001). A major part of the administrator's role is to assist and guide teachers in meeting the increasing demands of the state and of the school community (Rosenholtz, 1991). Although the vast majority of research on school leadership has focused on this relationship at the school-site level, the relationship between school-site administrators and the district

administration also plays a significant role in the effectiveness of school reform. The district, as represented by the superintendent, the school board, and other district level administrators, determines essential policies and procedures that have a direct impact on school sites. At the minimum, these policies and procedures regulate the hiring and training of all personnel and the allocation of monetary and human resources. The district also serves a much broader role: the role of providing strategic leadership and support for the school sites as they face these new challenges.

One of the main responsibilities of the district-level administration is the recruitment, selection, and retention of effective school-site administrators. Although most high-school administrators identify strongly with their school site, they also serve as district employees. It is the practice of many districts to move site administrators, particularly assistant principals, from site to site as the need arises. As district employees, the commitment of school-site administrators to the district becomes a critical component of the district's ability to effectively implement districtwide school reform.

Research on the commitment of administrators to the district as an organization is extremely limited and, in fact, no studies could be found that have been conducted within the last 10 years. In addition, a review of the literature reveals that there are few studies available that specifically address the relationship between the district and school-site administrators. Although the retention of school administrators has been a focus of concern, little definitive research has been done to identify effective strategies for supporting and orienting new administrators. The results of this study may assist districts with identifying strategies that may help to increase the commitment of school-

site administrators and assist with the development of strong administrative teams that support the values of the district.

Purpose of the Study

The purpose of this study was to explore the relationships among person-organization values congruence between high-school principals in California and their districts, the socialization opportunities available in those districts, and the organizational commitment of the high-school principals. In the vast majority of work done on organizational commitment in education, the focus has been on the school site and the subjects have been teachers. In contrast, this research explored the relationship between values congruency and organizational commitment at the district level. This study focused on the organizational commitment of California high-school principals to their districts. This focus reflects the role of the district in establishing policy, providing strategic leadership, and hiring and evaluating school administrators. The study consisted of a survey that measured the values congruence between principals and their districts, the socialization strategies they experienced as new principals; and their organizational commitment.

Background and Need for the Study

Since the early 1990s, the role of the high-school administrator has become more complicated, more demanding, and more stressful (National Institute on Educational Governance, Finance, Policymaking, and Management, 1999). In addition to the day-to-day management of the school, principals and assistant principals find themselves responsible for an array of programs and initiatives from local bond measures to state-mandated testing. At a joint leadership meeting in 1999, the National

Association of Elementary School Principals and the National Association of Secondary School Principals identified a list of 16 critical professional competencies of principals that ranged from building consensus among stakeholders and developing teams to understanding the latest computer technology (Educational Research Service, 2000). These competencies reflect the responsibilities of principals that go beyond dealing with the actual management tasks associated with running a comprehensive high school and demand expertise in curriculum and instruction, the ability to work constructively with students, parents, and community members as well as teachers and include resolving the short- and long-term educational issues facing schools. In today's educational arena, administrators are called to respond to increasing demands for student achievement and accountability; deal with growing issues regarding school safety on campus; and maintain a positive learning environment that supports the diverse needs of students, staff, parents, and the community (Farkas et al., 2001; Hodgkinson, 2000).

Coupled with increased demands of the job is the dramatic increase in the number of high-school administrators who are leaving the profession and the growing concern with their replacement (Educational Research Service, 1998, 2000). Since the mid 1980s, there has been a growing concern among school districts, state educational agencies, and professional educational organizations regarding the apparent lack of qualified candidates for the growing number of available principalships. In 1994, the National Center for Educational Statistics reported that the number of principalships increased from 77,890 in 1988 to 79,618 in 1994, and it is estimated by the Bureau of Labor Statistics that the increase will be as much as 10 to 20% by the year 2005. In addition, during the same time period, the average age of principals has risen to 47.7

years with 37% of principals over the age of 50 (National Center for Educational Statistics, 1994). Both an increase in the number of principalships and an increase in potential retirements signal the need to increase the pool of highly qualified candidates for administrative positions.

In a 1998 study commissioned by the National Association of Secondary School Principals and the National Association of Elementary School Principals, the Educational Research Service (2000) identified the shortage of qualified administrative candidates as a real concern in over half of the 403 districts surveyed. According to the districts surveyed, the three leading factors that discouraged applicants for administrative positions were inadequate compensation for the job required, job-related stress, and the long hours required for administrative positions. Although there has been extensive research on the stress associated with the role of school administrators (Gmelch & Chan, 1992; Gmelch, Gates, Parkay, & Torelli, 1994; Gmelch & Swent, 1984; Savery & Detuik, 1986; Williamson & Campbell, 1987), there is also evidence that the stress felt by administrators is balanced by the job satisfaction and personal achievement they feel associated with their role as school leaders (Smith, Stevenson & Saul, 1994; Whatzker, 1994). "Current principals express a strong commitment to the job and relish the opportunity to have their own personal beliefs about education and learning be a strong influence in their schools. They speak of the job as being deeply satisfying" (Educational Research Service, 2000, p. 32).

Understanding how this strong sense of job satisfaction develops among many school administrators necessitates examining the relationship that exists between the individual and the organization. In the context of the organization, values have been

identified as an essential component of organizational culture (Schein, 1985). The relationship between the individual's value system and the value system of the organization can either serve as a source of connection or disconnection affecting the strength of the fit between the individual and the organization. The strength of the fit can, in turn, affect how a person feels about his or her job. According to Bloch (1999b), "career happiness can result from the sense of individual well-being that comes about through congruence among individual beliefs, individual behaviors, organizational policies, and organizational practices" (p. 72). The main purpose of this research was to explore the relationship between values congruence and organizational commitment among high-school administrators in order to assist with the development of strategies to both recruit and retain effective high-school administrators.

Theoretical Foundation

Integrating the key concepts of person-organization fit, values congruence, and the multidimensionality of commitment, Reyes (1990a) developed a model of teacher commitment to schools as organizations and later applied his model to school administrators (Shin & Reyes, 1991). This model served as the theoretical foundation for the proposed study.

According to Reyes (1990a), "teacher commitment is a psychological identification of the individual teacher with the school's goals and values, and the intention of that teacher to maintain organizational membership and become involved in the job beyond personal interest" (pp. 153-154). In his model, Reyes proposed that there are three basic components that influence the individual's level of commitment to an organization: (a) individual variables or personal predictors, (b) organizational

variables or predictors, and (c) organizational socialization. The strength of the congruence between the first two components determines the strength of the initial person-organization fit (defined as the match of individual and organizational values) and the third component has the potential to strengthen and enhance this fit leading to a stronger commitment to the organization. It is through the interaction of these three components that the individual develops the beliefs, behaviors, and attitudes that will determine the strength of the individual's commitment to the organization. "When the person-organization fit is strong, the individual's socialization will lead to specific beliefs, attitudes, and behaviors that will enhance his or her commitment to the school or workplace and to its goals and mission" (Reyes, 1990, p. 154). Reyes' model is outlined in Figure 1 below.

According to Reyes' model, when an individual first joins an organization, there is an initial phase as the individual explores the values of the organization and matches them to his or her own values. In the early phase in the relationship between the individual and the organization, there is a primary interaction between the values of the individual and the values of the organization. Both individual and organizational variables will contribute to the outcome of this initial phase. Individual variables or personal predictors that will either strengthen or weaken the level of commitment include status variables such as age, years on the job, gender, educational level, and experience. Intrinsic individual variables such as task identity, task involvement, and task autonomy also will play roles in this phase as well as the individual's overall work orientation.

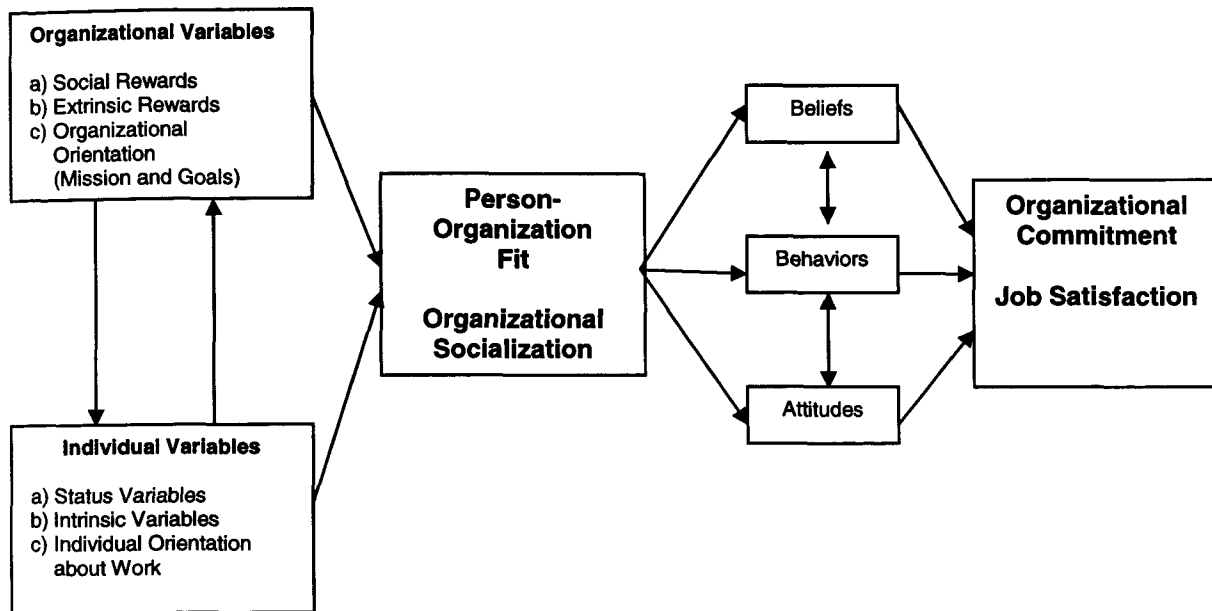


Figure 1. Reyes' Model of Organizational Commitment. *Note.* From "Organizational Commitment of Teachers" by P. Reyes, 1990, in *Teachers and Their Workplace*. P. Reyes (ed.) (pp. 143-162). Newbury Park, CA: SAGE Publications. Adapted with permission.

Organizational predictors or variables that affect this phase include social rewards, extrinsic rewards, and the orientation of the organization. The organization's environment, social relationships, and potential for professional interaction with other members of the organization will have a positive effect on an individual's commitment. Extrinsic rewards provided by the organization such as pay and benefits, promotion opportunities, and formal recognition programs also will influence the initial work commitment of individuals. The organizational orientation, defined by Reyes (1990b) as the overall value orientation of a school or organization, also will affect the commitment of an individual. This orientation is usually reflected in the mission and goals of the school. According to Reyes, "commitment is enhanced when employees accept the

values and goals of the organization and integrate them into their own value and goals systems” (pp. 157-158). The initial interaction between the individual and organizational variables determines the extent to which there is a fit between the person and the organization, referred to as person-organization fit, and the extent to which the individual’s values initially are compatible with the organization’s values, referred to as person-organization values congruence.

The third component in Reyes’ model is the enhancement of the person-organization values congruence through the process of organizational socialization. In this component, the individual learns the values, norms, and required behaviors that allow his or her full participation as a member of the organization and abandons attitudes, values, and behaviors that are not appropriate within the organization. During this phase, the individual develops a trust relationship with the organization accepting the beliefs of the organization as his or her own, adopting behaviors that the organization expects and supports, and developing attitudes that view the organization in an ever increasing positive light. When this model is applied to school administrators, there is a synthesis between the values of the school district and those of the individual and “when individual and organizational values correlate with each other, a strong culture is formed. This strong culture then tends to generate high levels of organizational commitment and job satisfaction” (Shin & Reyes, 1991, p. 19).

This study used Reyes’ model as a framework for understanding the relationship between principal-district values congruence, socialization, and the organizational commitment of high-school principals in California. According to Reyes’s model, the strength of the congruence between the values of the principal and the values of the

district will determine the strength of the initial person-organization fit between the principal and the district. The socialization experiences of the principal have the potential to strengthen and enhance this fit leading to a stronger commitment to the district. It is through the interaction of these components that the principal develops the beliefs, behaviors, and attitudes that will determine the strength of his or her organizational commitment to the district. The modification of Reyes' model for use in this study is represented in Figure 2 below.

In adapting Reyes' model for the research done, the extrinsic individual variables included age, gender, years in the position, and years in education. The intrinsic individual variables or predictors studied were the beliefs and behaviors of the principals and the organizational variables or predictors studied included the perceived policies and practices of the school districts. The person-organizational fit was represented by the degrees of congruence measured in four comparison pairs: beliefs and policies; beliefs and practices; behaviors and policies; and behaviors and practices.

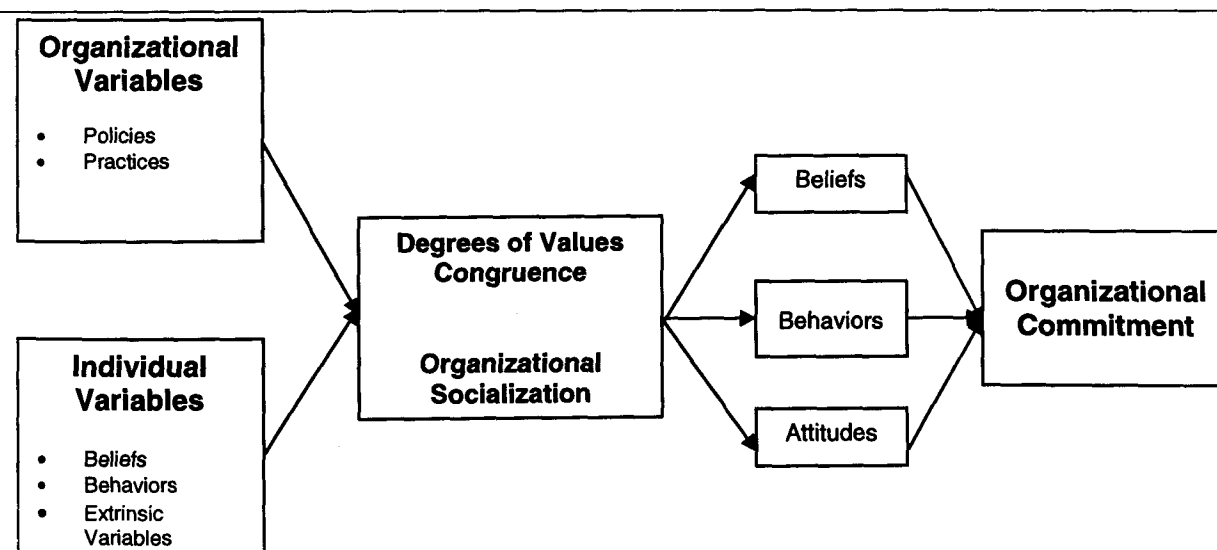


Figure 2. Model of Organizational Commitment of High School Principals based on Reyes' Model of Organizational Commitment (Reyes, 1990).

Research Questions

The overarching purpose of this study was to investigate the congruence of the individual values of high-school principals and the organizational values of high-school districts and its relationship to organizational socialization and organizational commitment socialization. To address the purpose of the study, the following research questions were addressed.

1. What are the levels of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which they serve?
2. What is the level of commitment of high-school principals to the school district as an organization?
3. What types of initial organizational socialization tactics have new principals experienced?
4. What are the relationships among levels of congruence, organizational commitment, and organizational socialization?
5. To what extent is there a relationship between gender and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?
6. To what extent is there a relationship between age and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

7. To what extent is there a relationship between the length of time spent in the district and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

8. To what extent is there a relationship between the total length of time a principal has been in his or her current position and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

Definition of Terms

The following terms are defined to clarify how they were applied in the context of this research study: person-organization fit; person-organization values congruence; socialization; organizational commitment; and the terms high school and high-school district.

Person-organization fit refers to the level of compatibility between a person and the organization for which he or she works. This fit may occur on one of two levels. On the first level, the fit may include a match between the skills and abilities of the individual with the employment needs of the organization. On the second level, there is a fit between the fundamental characteristics of the individual and the organization. This fit may involve the climate, norms, values, and goals of the organization and the values, goals, and attitudes of the individual. In the proposed study, person-organization fit will be operationalized as the fit between the individual values of high-school principals and the organizational values of the school districts in which they work and will be referred to as ***person-organization values congruence***, a subset of person-organization fit.

The construct of person-organization values congruence refers to the level of congruence between a defined set of individual values and the values of the organization and represents one of the main relationships studied in the construct of person-organization fit. In this study, person-organization values congruence fit is defined as "the congruence between patterns of organizational values and patterns of individual values [and] focuses on how the patterning and content of a person's values, when juxtaposed with the value system in a particular organizational context, affect the individual's behavior and attitudes" (Chatman, 1991, p. 2). At both the organizational and individual levels, values define what actions or choices will be made and are a means for resolving conflict. The focus of this study will be the congruence between the individual values of high-school principals and their perceptions of the values of the high-school districts for which they work.

The proposed research is based on the assumption that congruence of values does, indeed, reflect a fit between principals and the districts in which they serve. This assumption is only valid if the values studied are important to both the organization and the individual. Kristof (1996) concluded that

If an individual has values congruent with those of the organization, but those values are irrelevant to everyday performance on the job, then a high level of fit on values is not likely to be a significant predictor of individual outcomes. Therefore, levels of person-organization fit are more influential for the characteristics that are relevant to the individual and the organization (p. 40).

Socialization refers to the introductory processes and learning experiences that an individual undergoes in order to learn the beliefs, values, behaviors, and skills necessary to become an effective member of an organization. During socialization, individuals learn through both formal and informal means the behavior that is

appropriate in the organizational environment. This socialization usually occurs during the initial phase of entry into the organization and "ensures the continuity of central values and norms, providing new employees with a framework for responding to events in their work environment and coordinating with other employees" (Cable, 2001, p. 1). In this study, socialization was operationalized as the activities and relationships experienced by new principals that provided them with the job knowledge and role understanding necessary for successfully fulfilling the requirements of their jobs.

Organizational commitment is defined by Reyes (1990a) as "a positive, affective bond between individual and organization with associated intentions to exert effort and stay with the organization" (p. 144). This commitment is a psychological identification of the individual with the organization's goals and values and the intention to remain with the organization and be involved beyond simply fulfilling job tasks. For organizations to continue to remain vital and effective, they must have employees who are effective at what they do. Those employees who are highly committed to the organization will experience a higher level of motivation to do well on the job. According to Meyer and Allen (1997), organizational commitment is multidimensional and includes three components: affective, continuance, and normative commitment. Affective commitment reflects the emotional attachment to and identification with the organization. Continuance commitment reflects the perceived sacrifices associated with leaving the organization, and normative commitment reflects the sense of obligation or moral responsibility an employee feels to continue with the organization. In this study, all three of these dimensions of organizational commitment were investigated.

The term **high school** refers to a school serving students in grades 9 through 12 exclusively. A **high-school district** refers to a school district that includes high schools only. In addition to high-school districts, in California, there are two other types of public school districts. Elementary districts may span either grades kindergarten through fifth grade or kindergarten through eighth grade. Unified districts are school districts that serve students in grades kindergarten through twelfth grade. This study included high-school principals serving in high-school districts and did not include high-school principals serving in unified districts.

Limitations of the Study

The primary purpose of this study was to explore the relationships among person-organization values congruence between high-school principals in California and their districts, the socialization opportunities available in those districts, and the organizational commitment of the high-school principals. One of the intentions of this research study was to apply the results and findings to a more general population; however, there are several factors that limit the degree to which the findings of this study may be generalized.

Because the population sample in this study was limited to principals in California high-school districts with at least two high schools, the findings of this study may not be generalized to include principals and administrators in other types of school districts or to areas outside of California. Another limitation of this study was the exclusion of both large urban high schools and small rural high schools in California since the tendency is for large urban high schools to be included in unified districts and small rural high

schools tend to be the only high school in the district. These exclusions increased the homogeneity of the population studied and limited the application of the results.

The study purposefully focused on the relationship between the principal and the district and excluded the relationship between the principal and the school site. School districts were selected as the organizational unit for this study because this is the entity to which the principal is accountable; however, there may be factors at the school site that may have an effect on the organizational commitment of principals, and this study did not identify those factors. The survey data collected was cross-sectional in nature and did not take into account potential changes in the responses over time or responses that could have been influenced by recent events. The instability of state funding for education and the high degree of pressure brought to bear on principals as a result of increased accountability are some examples of factors which may influence how a principal may respond at a given point in time to the survey questions.

In the study, the values of the school district as perceived by the principal were measured. Although the knowledge of the actual values of the district may be important, this study assumed that the organizational commitment of principals is based on their perceptions of those values. In this case, it is assumed that a principal's perception of the organizational values of the district is the reality under which the principal operates and, therefore, has the greatest influence over other work attitudes such as organizational commitment. All measures in the study were self-reporting and could therefore be biased and skewed by the interpretation of the participants.

Significance of the Study

Because high-school districts are faced with fewer and fewer qualified candidates for more and more administrative positions (Educational Research Service, 1998,2000; Yerkes & Guaglianone, 1998), it is important to investigate the individual and organizational factors that may affect the organizational commitment of administrators. Because values are enduring characteristics of individuals and play a key role in defining the culture of an organization (Schein, 1985), values and the congruence of values between an individual and the organization for which she or he works can help to explore the relationship between the organization and its employees. By studying the relationship among values congruence, organizational commitment, and socialization strategies, districts may be provided with information that will increase their ability to employ appropriate strategies to help attract and retain qualified and effective administrators. By increasing the understanding of the relationship between the individual administrator and the district as an organization, districts will be better able to identify and implement policies and practices that provide increased and more effective support for administrators.

In a recent report from Public Agenda (2001), attracting, training, and retaining school administrators were discussed as the most pressing issues in school leadership. In fact, the improvement of the quality of professional development opportunities for administrators was listed as second only to pay by school superintendents who were asked by Public Agenda to rate ideas to improve school leadership. Recent legislation in California also attempts to address the issue of training effective school leaders. Although there appears to be consensus regarding the need for training and support, a

strong emphasis has been placed on training provided outside the district with little emphasis on how districts can support administrators from within. More research is necessary to assist with the identification of the actual content and context of support that a district can provide to increase the connection between administrators and the districts in which they serve.

Finally, in graduate programs for educational leadership, there is a need to address the role that district values play in effective school leadership. The emphasis for effective school leadership has been placed at the school-site level, and, indeed, this is where educational reform occurs; however, if school reforms are to be sustained over time, it must be done with the support of the district-office administration. There must be a clear link or connection between the values embraced at the school site and those reflected in the policies and practices of the district. This research will assist graduate schools of education in defining the role that the district office plays in supporting school-site administrators and will assist with the identification of program gaps that need to be addressed.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the literature is divided into four sections. In the first section, an overview of the construct of values and values congruence as they relate to organizations is presented. In the second section, the pertinent research on person-organization fit specifically focusing on research involving values congruence is discussed. The research on organizational commitment is reviewed in the third section and in the fourth section, the major literature on organizational socialization is summarized.

The Construct of Organizational Values

There is reasonable consensus that values are one of the most enduring characteristics of organizational culture. Schein (1985) defined three levels of organizational culture. At the superficial level are the artifacts or visible organizational structures and processes that include the behaviors and protocols of its members as well as the products and physical evidence that help define the organization. Although artifacts are explicit representations of the organization, many times they are difficult to interpret.

The second level of organizational culture is the espoused values that include the strategies, goals, and philosophies of the organization. Through a process of cognitive transformation, the beliefs of individuals within the organization are transformed into shared beliefs and values. Ultimately, those values that “are susceptible to physical or social validation and that continue to work reliably in solving the group’s problems” (Schein, 1985, p. 20) are transformed into the third level of organizational culture. This

level is the basic underlying assumptions or beliefs that serve as the ultimate source of values and actions of the organization. "If the espoused values are reasonably congruent with the underlying assumptions, then the articulation of those values into a philosophy of operating can be helpful in bringing the group together, serving as a source of identity and core mission" (Schein, 1985, p. 21). The underlying assumptions or values of the organization are fundamental to defining the organization and to providing a foundation for resolving conflicts of actions. "Values dominate the selection of organizational goals which, in turn, form the criteria through which all decisions are evaluated. They also play a role in determining the way in which the organizational member defines the problem itself" (Liedtka, 1998, p. 806).

Just as the underlying assumptions or values of an organization define the actions or choices an organization will make, the values of an individual define the actions and choices he or she will make. The anthropologist Kluckhohn (1962) defined a value as "a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of actions" (p. 395). Values are used by individuals as a basis for resolving conflicts of action. An individual's values help provide a framework or structure for making decisions regarding a course of action. According to Rokeach (1979), "the ultimate function of human values is to provide us with a set of standards to guide us in all our efforts to satisfy our needs" (p. 48). Implied in this definition is the concept that the actions of individuals are governed by a set of values or a value system. According to Kamakura (1992),

This value system is an important tool that the individual uses for conflict resolution and decision making; since most situations in life will activate more

than one value and often involve a conflict between values ...the individual relies on his or her value system to resolve the conflict so that self-esteem can be maintained or enhanced. Therefore, the value system, rather than a single value, should provide a more complete understanding of the motivational forces driving an individual's beliefs, attitudes, and behavior. (p. 119)

The relationship between the values of an individual and the values of the organization to which he or she belongs is an important one. Schwartz (1994) defines values as:

transsituational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity. Implicit in this definition of values as goals is that (1) they serve the interests of some social entity, (2) they can motivate action -- giving it direction and emotional intensity, (3) they function as standards for judging and justifying action, and (4) they are acquired both through socialization to dominant group values and through the unique learning experiences of individuals. (p. 21)

Within an organization, congruence of values between individuals can “help people find meaning and purpose in their work, care about what their company is doing, and link their individual efforts to those of the entire company. Values provide a language and way of understanding individual differences” (Jaffe, 1998, p. 26). The congruence of values between organizations and individuals is one of the main relationships studied in the construct of person-organization fit. Kristof (1996) defined person-organization fit as “the compatibility between people and organizations that occurs when (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both” (pp. 4-5). In the construct of person-organization fit, the characteristics and needs of the person and the organization interact to determine such things as job choice, satisfaction and the well being of the individual.

In 1998, Meglino and Ravlin conducted a review of the literature from 1987 to 1997 on individual values in organizations. They reviewed 30 studies that utilized either the Comparative Emphasis Scale or the Organizational Culture Profile (OCP). The review found that in the research a negative relationship was established between values congruence between individuals and organizations and turnover, an outcome frequently linked to job satisfaction and organizational commitment. According to the authors, the measurement of values raises two issues. First, there is the difference between measuring actual values and measuring perceived values. Second, there is the difference in the instruments and techniques used to measure values. Normative techniques require the respondent to rate items or statements describing a value or set of values and how well each item reflects his or her own values. Ipsative techniques involve respondents to rank or order a set of values or to choose one value or value statement over another in a forced choice format. In spite of the issues raised, Meglino and Ravlin (1998) summarized the importance of values:

values are thought to arise from socialization processes and genetics. Values then have two main conduits by which they affect outcomes. ... values can have a direct effect on an individual's outcomes or they may affect outcomes to the extent that they are similar or congruent with the values of an "other." These "other" values can be those of a specific person or the aggregate values of a group or organizational unit. ...value congruence can affect outcomes by clarifying communications, removing ambiguity and conflict, and otherwise enhancing interactions. (p. 13)

In summary, values have been identified as an important component of organizational culture that defines the strategies, goals, and philosophies that govern the actions of organizations (Liedtka, 1998; Schein, 1985; Schwartz, 1994). Likewise, the values that an individual possesses will govern the actions that she or he will take

(Kamakura, 1992; Kluckhohn, 1962; Rokeach, 1979; Schwartz, 1994). When individual values are studied in the context of organizations, positive work outcomes such as reduced turnover, job satisfaction and commitment are shown to be related to the values congruence between the individual and the organization thus stressing the importance of this relationship (Jaffe, 1998; Kristof, 1996; Meglino and Ravlin, 1998).

Person-Organization Fit

Person-organization fit refers to the level of compatibility between an individual and the organization for which he or she works. Rather than the fit between skills and abilities of the individual and the needs of the organization, this review of the literature focused on the fit between fundamental characteristics of the individual and the organization including climate, norms, values and goals of the organization and the values, goals, and attitudes of the individual.

Kristof (1996) conducted an extensive review of the literature related to the definition and conceptualization of the construct of person-organization fit. According to Kristof, "person-organization fit concerns the antecedents and consequences of compatibility between people and the organizations in which they work" (p. 1). In her analysis, Kristof identified two types of person-organization fit: supplementary fit and complementary fit. In complementary fit, the "fit" between the person and the organization involves a supply and demand perspective where the organization satisfies the individual's needs, preferences or desires and the individual has the skills and abilities to meet the needs of the organization. In supplementary fit, there is a "fit" between the fundamental characteristics of the individual and the organization. This fit may involve the climate, norms, values, and goals of the organization and the values,

goals and attitudes of the individual. Building on these two types of fit, Kristof (1996) defined person-organization fit as “the compatibility between people and organizations that occurs when (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both” (p. 4-5).

In her research, Kristof (1996) found that the congruence between individual and organizational values was the most frequently used operationalization of supplementary fit. Other operationalizations of supplementary person-organization fit included goal congruence and the congruence between organizational climate and individual personality. Complementary person-organization fit was operationalized by defining fit as “the match between individual preferences or needs and organizational systems and structures” (p. 5) Kristof also recognized that the construct of person-organization fit fell within the domain of person-environment fit but was different than other constructs within the domain including person-vocation fit, person-group fit, and person-job fit.

Kristof’s (1996) review of the literature found that the measurement of person-organization fit was dependent upon the research questions being asked. Although the efficacy of using commensurate measurement, which Kristof defined as “describing both person and organization with the same content dimensions” (p. 9), has been debated in the literature because of the inherent differences between characteristics at the individual and the organizational level, Kristof concluded that using commensurate measures for studying supplementary fit is preferable. According to Kristof, “this ensures that high levels of fit imply similarity between an individual and an organization on specific characteristics such as honesty values or social welfare goals” (p. 10). Fit also can be measured directly or indirectly. In direct measurement of fit, the individual

is asked his or her perception of the level of fit between himself or herself and the organization. Kristof found that researchers who used this direct method of measurement assumed that perceived fit reflected actual fit regardless of whether the individual actually had characteristics that matches the organization's – thus the strength of the fit is subjective. Objective or actual fit has been measured by "an explicit comparison between separately rated individual and organizational characteristics." (p. 11).

One of the major studies that examined the relationships among value congruency, socialization, and commitment was conducted by Chatman (1989). Her study focused on the selection processes that are likely to contribute to higher person-organization fit in public accounting firms. Chatman defined person-organization fit as "the congruence between patterns of organizational values and patterns of individual values. Person-organization fit focuses on how the patterning and content of a person's values, when juxtaposed with the value system in a particular organizational context, affect the individual's behavior and attitudes" (p. 2).

Data were collected over a 2-year period from 171 junior audit staff members in eight of the largest West Coast public accounting firms. Using 54 value statements in the Organizational Culture Profile (OCP) and a Q-sort profile comparison process, participants first identified what they considered desirable and undesirable organizational values. In a second sort, the values statements were sorted according to what values the individual perceived the organization actually possessed. The OCP demonstrated high scale reliability with Cronbach's coefficient alphas from .84 to .90

and showed generally high Pearson product-moment correlation coefficients between firms (above .66).

In her research, Chatman (1989) identified person-organization fit as a dependent variable with respect to the independent variables of selection and socialization. Chatman defined organizational socialization as "the process by which an individual comes to understand the values, abilities, expected behaviors, and social knowledge that are essential for assuming an organizational role and for participating as an organization member" (p. 4) person-organization fit was defined as an independent variable with respect to the variables of satisfaction, intent to leave, and departure from the organization.

The results of the study supported a positive correlation between time spent with firm members before being hired and person-organization fit at entry. She also found that candidates who were perceived to have traits similar to successful members of the company were positively associated with entry person-organization fit. Similarly, more social interaction between new employees and other firm members and spending time with a formal mentor was positively associated with person-organization fit one year after being hired. Interestingly, receiving training that is more formal was not positively associated with person-organization fit. Chatman also found that high person-organization fit at entry was positively associated with job satisfaction and negatively associated with intent to leave. Chatman concluded:

Selection contributes significantly to value congruence at entry, but regardless of selection, socialization experiences contribute significantly to changes in person-organization fit over recruits' first year. When a recruit prefers the values that are prevalent in his or her organization, he or she is more satisfied and more likely to intend to and actually stay longer with the organization. Interestingly, when a

recruit's preferences became more closely aligned with the organization's values over the first year, corresponding increases in satisfaction also occurred. (p. 14)

In 1989, Meglino, Ravlin, and Adkins conducted a survey of 191 production workers, 17 supervisors, and 13 managers to explore the relationship between values congruence within an organization and work outcomes. The research was based on the premise that "the values of an individual at work will have a direct effect on his or her behavior. ... positive outcomes and affect will result when an individual's values are congruent with those of other persons or entities with whom he or she is in contact" (p. 425). Using the Comparative Emphasis Scale and an ipsative forced-choice technique, rank orders were determined for the four work values of achievement, fairness, honesty, and concern for others. The aggregate rank ordering of the managers was used for the organization. Five different correlations of the four work values ranking for each employee were calculated to determine congruence with (a) perceived values of management, (b) the values of the supervisor, (c) the supervisor's perception of organizational values, (d) actual values of managers, and (e) managers perception of organizational values.

The results of the study showed that both job satisfaction and organizational commitment were higher when there were values congruence between the employee and the supervisor. Meglino et al. (1989) also found that over time there was an enhanced impact of value congruence on organizational commitment for employees and their supervisors. In this study, the congruence process in this organization appeared to be restricted almost entirely to the interaction between employees and their supervisors. There was a lack of value consensus among the supervisors suggesting an apparent absence of strong cultural forces in the organization.

The development of well-defined or strong cultural forces in an organization through value consensus is one of the components of the attraction-selection-attrition framework. This theoretical framework is based on the assumption that “over time, organizations become defined by the persons in them as a natural outcome of an attraction-selection-attrition cycle” (Schneider et al., 1995, p. 1). According to the attraction-selection-attrition framework, the organizational goals and the supporting structures, processes, and culture that emerge will determine the kinds of individuals who are attracted to, selected by, and stay with the organization. Beginning with the initial goals of the founder and the subsequent strategies adopted to realize those goals, the organization becomes characterized by a unique set of structures, practices, and culture that determine how the organization will respond to its environment. The attraction-selection-attrition framework supports the concept that individuals initially are attracted to an organization because of a perceived person-organization fit. Likewise, the organization selects the individual because of a similar reciprocal perception. If, over time, the person-organization fit is not strengthened through socialization, those who no longer feel connected may choose to leave. According to attraction-selection-attrition theory, “people leave whole organizations, not just jobs, because of the organizational structures, processes, and culture they experience working at their job” (Schneider et al., 1995, p. 13).

Building on the attraction-selection-attrition framework, socialization theory, and person-environment congruence theory, Ostroff and Rothausen (1997) applied the construct of person-organizational fit to educational organizations in a survey study of over 500 secondary-school teachers from four different states. Ostroff and Rothausen

defined the personal factors as “sets of preferences, values and beliefs about oneself in relation to the organizational work environment” (p. 176) and organizational factors were defined by the climate of the school. Participating teachers completed two surveys: a climate survey with nine dimensions (participation, warmth, growth, innovation, autonomy, achievement, hierarchy, and structure) and a personal orientation survey assessing their preferences and beliefs in relation to the work environment. Individuals’ climate perceptions of school were aggregated to represent the organizational climate for each school. Years on the job were measured on a 7-point scale. The researchers hypothesized that “through the attraction-selection-attrition process and socialization, as years on the job in an organization increases, the people and the environment should become more similar. That is, tenure should moderate the relationship between personal orientations and organizational climates” (p. 176).

A review of the nine dimensions for both organizational climate and personal orientation revealed that for the dimensions of participation and cooperation at the individual level and the dimensions of participation, cooperation, warmth, innovation and structure at the organizational level, the correlation with tenure became stronger as the tenure increased. These results indicated an increasing fit with increasing tenure; therefore, teachers with longer tenure generally fit the school better than their fellow teachers with less tenure.

Vianen (2000) conducted research on person-organization fit in the Netherlands. The purpose of the research was to examine the effects of person-organization fit on the individual outcomes of commitment and turnover from two perspectives: perceived organizational culture and preferred organizational culture. Participants in the study

included 369 employees from 68 organizations in the Netherlands. Employees included newcomers, their peers, and supervisors. Participants completed a culture preference questionnaire and a culture supplies questionnaire. The culture supplies questionnaire included 12 scales addressing the actual perceived culture of the organization. The 12 scales represented four areas of culture: human relations, open system, internal processes, and organizational goal orientation. Commitment was measured using the Organizational Commitment Questionnaire by Mowday and turnover intentions were measured with 3 items generated by the researcher. Person-organization fit was measured by comparing the newcomer's culture preferences with organizational culture supplies as determined by the survey of recruiters.

Using factor analysis (varimax rotation), Vianen (2000) reduced the number of scales into two dimensions: concern for people and concern for goal accomplishment. Polynomial regression was used to measure the relations between fit measures, their components, and affective outcomes. The dimension of concern for goal accomplishment was not statistically significantly correlated for predicting commitment or turnover intentions. Vianen found organizational commitment related to several factors. Most notably, commitment was the highest when both supervisor and newcomer concern for people preferences were high and the commitment of newcomers decreased with a decrease in congruence between the supervisors and the newcomers in concern for people preferences. Limitations of the study included the small numbers used for determining organizational culture (sometimes as few as two participants), the absence of longitudinal data, and the use of the competing values framework that is not an empirical model.

Cable and Parsons (2001) conducted a 2-year longitudinal study to explore the relationships among socialization tactics, person-organization fit, and values congruence over time. Their study collected data from an initial group of 461 graduating students at a Southeastern university. Two additional collection points occurred 6 months and 18 months later with returns of 129 and 101 surveys, respectively. A reduced Organizational Culture Profile (OCP) was used to measure both individual and organizational values. Perceptions of person-organization fit were determined using the scale developed by Cable and Judge. Socialization was measured using the Jones socialization scale. Socialization tactics were differentiated into two groups: content tactics and context tactics. Content socialization tactics referred to what is included in the socialization process, and context socialization refers to the methodology of delivery of the tactics. Using a least squared regression analysis, the results of the study showed that the average pre-entry values congruence is the same as the postentry values congruence. High context tactics were not positively associated with higher person-organization fit or increased values congruence; however, high content tactics were associated positively with both greater person-organization fit and higher values congruence. Cable and Parsons (2001) also found that pre-entry values congruence positively and significantly predicted newcomers' subjective person-organization fit perceptions. They concluded that "interactions with supportive organizational insiders help newcomers develop social networks and feel accepted in their new environment" (p. 11).

In an effort to examine the degree to which person-organization fit predicts commitment, Finnegan (2000) surveyed 300 employees at a large petrochemical

company. Using McDonald and Gandz's taxonomy of 24 values, each participant responded to how much he or she valued each item and his or her perception of how much the organization valued those items. The results of a principal component factor analysis with a varimax rotation run on the 24 personal value ratings suggested a four-factor solution. Based on these results, values were divided into four categories: humanity, adherence to convention, bottom-line, and vision. Respondents also completed the affective, continuance, and normative commitment scales developed by Allen and Meyer.

Hierarchical multiple regression analyses of the value categories were conducted to predict each of the three types of commitment. Finnegan (2000) found a relationship between the types of commitment and the categories of values. Affective commitment was associated with the values embodied in the humanity factor and the vision factor. The results of the study also demonstrated that the greater the similarity between personal values and organizational values, the greater the affective commitment. Continuance commitment was predicted by adherence to convention and the bottom-line value factors. Similar to the affective commitment results, normative commitment was predicted by both the humanity and vision value factors. Finnegan (2000) concluded that a person whose personal values matched the operating values of the organization would be more committed to the organization than a person whose personal values differed from the values of the organization. Finnegan (2000) also pointed out that "rather than treating values as a large single, continuum, it is important to realize that different values or clusters of values may have different effects on commitment" (p. 153). Finnegan's study was limited to a single organization and,

therefore, the results as applied to other organizations are also limited. Other limitations include the high percentage of male participants.

Adkins, Russell, and Werbel (1994) investigated the relationship between person-organization fit and work values congruence during the recruitment process involving 534 interviews by 52 companies conducted at a large state university. The authors defined person-organization fit as "congruence of the personality traits, beliefs, and values of the employee with the culture, strategic needs, norms, and values of the organization" (Adkins, et al., 1994, pp. 605-606). The purpose of their study was to determine if the congruence between applicants' work values and those of the organization contributed to the recruiters' perceptions of the person-organization fit between the candidate and the organization. Recruiters completed two separate Comparative Emphasis Scale questionnaires. The Comparative Emphasis Scale is a 24-item forced-choice measure of the four work values of achievement, fairness, honesty, and concern for others and results in an ipsative rank ordering of work values.

In the first questionnaire, recruiters were asked to indicate their personal preferences for work values. In the second questionnaire, they were asked to indicate their perceptions of the work values of their organizations. Recruiters also were asked to rate each candidate interviewed for employability and person-organization fit. Applicants also completed the Comparative Emphasis Scale indicating their work values. Congruence of work values was operationalized by computing a rank order correlation between (a) the applicant's ranking of the four values and the recruiter's personal work value rankings and (b) the recruiter's ranking of the work values of the organization and the work values of the applicant. Results of the study demonstrated

that recruiters, in fact, did distinguish between the general employability of candidates and the candidates' person-organization fit. The results of the study also indicated that recruiter-applicant work value congruence was significantly correlated with person-organization fit ratings but not with employability ratings. At the organization level, congruence between the applicant's work values and those of the organization did not statistically significantly predict ratings of employability or person-organization fit. Adkins et al. (1994) also found that employability and person-organization fit ratings were significant predictors of a request for a second interview.

In another study by Adkins, Ravlin, and Meglino (1996), value congruence between co-workers and its association with selected work outcomes including job satisfaction, absenteeism, lateness, and job performance were explored. The study involved 191 production workers and 17 supervisors in a Fortune 500 company. They identified 98 dyads that included 115 people. The Comparative Emphasis Scale was used to measure each participant's ranking of the four identified work values. Correlations were calculated between dyad members' value rankings and these correlations were converted to z scores to determine the level of values congruence. The results of the study indicated that values congruence was statistically significantly related to satisfaction with social and job-related dimensions of the work environment. The results of the study also showed that employees with high tenure in the company and greater values congruence with their co-workers were less likely to be absent. The results of the study showed no direct relationship between job performance (rated by the supervisor) and co-worker value congruence. The authors concluded

rather than assume that the organization will benefit from a workforce with high congruence on core values, they must analyze whether co-worker value

congruence is a benefit in their particular situation across the broad range of work outcomes that may be of interest. When job interdependence is high, value congruence is positively related to ratings of work habits and personal characteristics. This suggests that value congruence leads to better patterns of dependability, punctuality, and getting along with others at work (p. 457).

Posner (1992) also studied the relationships among person-organization values congruency and positive work attitudes and demographic factors. Posner studied the values congruency of over 1000 management and professional level employees of a large, multinational manufacturing company. Values congruency was measured by assessing the alignment of individual values with the organization's six core principles. Congruency was assessed in three dimensions: clarity of understanding of the core values or principles; the extent of agreement among constituents about the meaning of the values; and the intensity of support for the values. Participants were also asked about their work attitudes including motivation, commitment, and teamwork. Results showed that values congruency was significantly associated with work attitudes. Those with the greatest level of values congruency had the most positive work attitudes. In fact, positive work attitudes varied in direct relationship to the level of person-organization values congruency. Posner also found that the demographic factors of age, gender, ethnicity, length of service or position in the company showed no significant differences in levels of values congruency. Posner's study addressed values congruency within a single organization.

The research reviewed has shown that person-organization fit is positively associated with socialization (Cable & Parsons, 2001; Chatman, 1989; Ostroff & Rothausen, 1997), job satisfaction (Adkins, Ravlin, & Meglino, 1996; Meglino, Ravlin, &

Adkins, 1989) and organizational commitment (Chatman, 1989; Finnegan, 2000; Meglino et al., 1989; Vianen, 2000).

In summary, person-organization fit is most frequently operationalized as the congruence between individual and organizational values (Adkins, Russell, et al., 1994; Cable & Parsons, 2001; Chatman, Finnegan, 2000; 1989; Kristof, 1996; Posner, 1992). There were consistent findings in the literature reviewed that a positive relationship exists between values congruence and other work outcomes including job satisfaction (Adkins, et al., 1996; Meglino, et al., 1989) and organizational commitment (Finnegan, 2000; Meglino, et al., 1989; Vianen, 2000). These findings were true in a number of organizational settings including educational organizations, production plants, and accounting firms. In several studies, a positive relationship was found between informal socialization (spending time with colleagues and mentors) and person-organization fit (Cable & Parsons, 2001; Chatman, 1989,1991). Another trend discussed in the literature is the positive relationship between years on the job in an organization and person-organization fit, values congruence, or other work outcomes. Ostroff and Rothausen (1997) found that in educational organizations time or years on the job for teachers was associated positively with person-organization fit. Meglino et al. (1989) found that the positive association between job satisfaction and organizational commitment with values congruence became enhanced with time.

Organizational Commitment

Organizational commitment is the bond or psychological identification that an individual experiences with the organization for which her or she works. This identification can be operationalized as a bond with the organization's goals and values

and can be reflected in the intention to remain with the organization and an involvement beyond simply fulfilling work tasks. The review of the literature on organizational commitment focused on the research done on the nature and measurement of organizational commitment in several contexts including the organizational commitment of teachers and administrators.

In 1990, Allen and Meyer developed measures of organizational commitment based on the conceptualization of three themes of commitment found in the literature, which they designated as affective commitment, continuance commitment, and normative commitment. Allen and Meyer (1990) summarized these themes: "Employees with strong affective commitment remain because they *want* to, those with strong continuance commitment because they *need* to, and those with strong normative commitment because they feel they *ought* to do so" (p. 3). The measures were developed based on the findings from a study of 256 full-time employees in three organizations. As an initial measure, Allen and Meyer used three 8-item scales representing the three identified constructs of commitment plus the 15 items of the Organizational Commitment Questionnaire developed by Mowday. The Cronbach's coefficient alphas were .87, .75, and .79 for affective, continuance, and normative commitment respectively. A factor analysis (varimax rotation) of the 24 items revealed that each item loaded highest on the factor representing the appropriate construct. Correlation analysis showed that the continuance commitment scale was independent of both the affective and normative commitment scales. The construct validity of the three scales organizational commitment scales was verified by Allen and Meyer (1996) by the examination of 40 samples of over 16,000 employees. The median reliabilities of

the affective, continuance, and normative commitment scales were .85, .79, and .73, respectively indicating an acceptable internal consistency for all three scales.

In a second study, Allen and Meyer (1990) surveyed 337 full-time employees in three organizations. They utilized the three commitment scales plus eleven 2-item measures assessing various work experiences. Data analysis consisted of a canonical correlation analysis. Reliabilities were .86, .82, and .73 for the affective, continuance, and normative commitment scales, respectively. The correlation between the affective and continuance commitment scales was negligible; however, the correlation between the affective and normative scales was statistically significant. Allen and Meyer concluded that "the strength of employees' need to remain with an organization is related to their perceptions regarding the availability of alternatives and the magnitude of particular investments they have made" (p. 13).

Reyes and Keller (1986) investigated the relationship between the value orientation of school systems and the organizational commitment of teachers. The subjects included in the study were 133 teachers from various school districts in Kansas. Participants completed the Organizational Value Orientation Questionnaire, the Organizational Commitment Questionnaire, and the Minnesota Satisfaction Questionnaire. In their study, Reyes and Keller differentiated between normative and utilitarian value orientations. A normative value orientation referred to the use of symbolic references to motivate employees in contrast to a utilitarian orientation that uses mostly remunerative references to motivate employees. Results of the study indicated that teachers with a normative value orientation experienced more job satisfaction than those with a utilitarian orientation. The researchers also found that

organizational commitment was not statistically significant for either normative or utilitarian value orientation.

Shaw and Reyes (1992) studied the relationship between organizational value orientation and teacher commitment in two different settings: elementary schools and secondary schools. Teachers who participated in the study were from schools from all districts in the state of Wisconsin except the Milwaukee Public Schools. A random sample of five teachers from each of 104 schools was asked to participate. Of these, 84% completed and returned the mailed survey. Results of the study indicated that normative value orientation was correlated with high levels of commitment. No statistically significant correlation was found between school size, gender, or age and commitment. There was a statistically significant difference between the aggregate levels of normative value orientation and commitment between elementary and secondary schools with elementary schools exhibiting higher levels of organizational commitment than high schools. None of the demographic variables made a statistically significant contribution to explaining value orientation or organizational commitment. This study showed that elementary-school teachers have higher levels of normative (as opposed to utilitarian) value orientation and organizational commitment than do high-school teachers. The researchers proposed that this difference is a reflection of the difference between the cultures of the two types of schools. Shaw and Reyes concluded that "school culture is more than the collective sum of organizational members. Organizational commitment is not the sum of individual teachers' dedication. There appears to be a synergy, a culture of commitment that resides in the organization as a whole" (p. 301).

Building on the previous research, Reyes and Shin (1995) conducted a longitudinal study of the relationship between job satisfaction and teacher commitment to the school as an organization. Teachers were selected at random from 40 districts of varying sizes in a Midwestern state. Conducted over a 2-year period, data for 195 teachers were compiled for both years. In addition to the collection of demographic data, Reyes and Shin used the Organizational Commitment Questionnaire (OCS) and the Minnesota Satisfaction Questionnaire. The results of the study showed that the means and standard deviations for both commitment and satisfaction remained stable over time and that the correlation between the two constructs was relatively high. An analysis of the predictors for both constructs showed that teacher commitment was more dependent upon organizational variables such as school level and education than satisfaction was. The results also indicated that satisfaction may be a precursor of commitment. The authors concluded that "there is not a reciprocal relationship between job satisfaction and organizational commitment. It appears that job satisfaction must be present before the individual develops organizational commitment" (p. 36).

In one of the only published studies of the organizational commitment of school administrators, Shin and Reyes (1991) examined the relationships of both personal and organizational predictors with both the organizational commitment and job satisfaction of school administrators. Participants included 99 public-school administrators from a midwestern state and 77 Roman Catholic school administrators from a Southeastern state. Using the Organizational Commitment Questionnaire and the Minnesota Satisfaction Questionnaire, the researchers found high reliability coefficients for both commitment (.89) and satisfaction (.91). They also found that commitment and

satisfaction correlated negatively with the type of school. Administrators in private schools had higher measures of both organizational commitment and job satisfaction. Although the study showed that female administrators were more committed to the school and more satisfied with the job than male administrators, organizational commitment and job satisfaction were not predicted by the personal variables of gender, age, or experience.

There were two limitations of this study. First, the private-school and public-school administrators were not from the same state. There can be a great deal of variation in educational institutions from different states. Differences may include salaries, working conditions, required preparation, job assignments, and so on. These differences may influence both job satisfaction and organizational commitment and, therefore, may account for some of the differences noted in the study. Second, the private-school administrators were exclusively from Roman Catholic schools. Catholic schools have a very well defined philosophy and a high proportion of administrators are most likely of the Roman Catholic faith and would, therefore, share a strong philosophical tie with the school. Shin and Reyes (1991) did not report this variable. Again, it is likely that this may influence both the job satisfaction and work commitment of these administrators.

The results of the conducted by Allen and Meyer (1990, 1996, 1997) on organizational commitment supports its multidimensional nature which includes three dimensions: affective, normative, and continuance commitment. The results of the research involving the commitment of teachers and administrators were not consistent. Reyes and Keller (1986) found that values orientation was not statistically significant for

the value orientation of teachers in Kansas; however, Shaw and Reyes (1992) found that normative value orientation was correlated with high levels of commitment and that commitment of teachers in elementary schools was significantly higher than the commitment of teachers in high schools. Research has also shown that there is a positive relationship between commitment and job satisfaction (Reyes & Keller, 1986; Reyes & Shin, 1995). The limited research on the commitment of school administrators supports the finding that there is a high correlation between job satisfaction and commitment (Shin & Reyes, 1991).

Socialization

Socialization is defined as the introductory processes and learning experiences that an individual goes through in order to learn the beliefs, values, behaviors, and skills necessary to become an effective member of an organization. The literature reviewed on socialization focused on the definition and description of socialization tactics and the relationship between socialization and other work outcomes including role orientation and organizational commitment.

Jones (1996) developed a classification of socialization tactics based on the work of Van Maanen and Schein (1979). Jones classified socialization tactics into two types: institutionalized and individualized (see Table 1.) He defined these classifications in terms of context, content, and social aspects. In institutionalized socialization, the context in which the newcomers experience socialization reflects common or *collective* learning experiences that are intended to standardize their responses to work situations. The socialization tactics used are *formal* in that they are planned and presented in a context that occurs outside of the regular work environment. This creates a context in

which there is uniformity regarding the definitions of situations and helps to ensure that there will be predictable, standardized responses to work situations. Jones referred to this type of response as a custodial role orientation. The context of individualized socialization reflects unique initiatory learning experiences that are *individual, informal* and happen on-the-job. These experiences support an innovative role orientation that reflects nontraditional responses to work situations. The content of institutionalized socialization tactics offers well-defined guidelines about the sequences and timing of activities newcomers will experience as part of the organization, thus these tactics are *sequential* and *fixed*. In the content of individualized socialization tactics, there is no knowledge of the sequence of activities (they are *random*) and there is no information provided about the timing of activities (they are *variable*).

Institutional socialization tactics provide social aspects for newcomers where there are role models present (*serial* socialization) and members of the organization provide positive support that affirms the identification of newcomers with the organization (*investiture*). Individual socialization tactics do not provide role models for newcomers and require that newcomers develop their own roles (*disjunctive*) and members of the organization provide negative social support that causes a lack of identification with the organization (*divestiture*).

Table 1

Classification of Socialization Tactics

	Institutionalized Socialization	Individualized Socialization
Context	Collective Formal	Individual Informal
Content	Sequential Fixed	Random Variable
Social Aspects	Serial Investiture	Disjunctive Divestiture

According to Jones, the two different types of socialization will result in different types of role orientation at work. Institutionalized socialization tactics will result in a custodial role orientation where “a newcomer accepts the prescribed limits of a role in an organization” (p. 270) and individualized socialization tactics result in an innovative role orientation where the newcomer “attempts to alter procedures for performing a role, the purpose of the role itself, or both” (p. 270).

To test this hypothesis, Jones conducted a longitudinal research project involving Masters of Business Administration (MBA) students from two consecutive graduating classes from a major Midwestern university. Participants in the study completed two questionnaires: one immediately after accepting a position in an organization and one 5 months later. Of the 282 initial participants, 127 completed both questionnaires. In addition to the six socialization tactics, Jones measured the participants' initial level of self-efficacy and six outcome variables including role orientation, role conflict, role ambiguity, job satisfaction, intention to quit, and organizational commitment.

The results of the research demonstrated that an innovative role orientation is statistically significantly and negatively related to each component of institutional

socialization. Jones also found that the more institutionalized the socialization, the greater was the job satisfaction and commitment expressed and the lower was the intention to quit. Jones found that "by giving or withholding information or by providing information in particular ways, organizational incumbents can encourage newcomers to interpret and respond to situations in a predictable manner" (Jones, 1986, p. 263).

Building on Jones' research, Allen and Meyer (1990b) conducted a longitudinal study of two graduating classes of MBA students. Students were surveyed at graduation, at 6 months after graduation and at 12 months after graduation. A total of 105 participants returned all three questionnaires. Allen and Meyer used their 8-item Affective Commitment Scale to measure organizational commitment and Jones' six 5-item scales to measure socialization tactics.

The results of the study supported Jones' findings that institutionalized socialization tactics are associated with custodial role orientation and that individualized socialization tactics are associated with innovative role orientation. Among the socialization tactics, the best predictor of role orientation was the serial-disjunctive dimension. Allen and Meyer (1990b) also found that there was a statistically significant correlation between each institutionalized tactic and organizational commitment at 6 months. At 12 months, however, the only correlation with commitment that remained was with investiture tactics. They concluded that "an organization trying to design a socialization strategy that maximizes both commitment and innovation may find these results somewhat disconcerting. Newcomers who develop a strong commitment to the organization may not be sufficiently innovative and those who are innovative may not be sufficiently committed" (Allen and Meyer, 1990b, p. 850). "Organizations that want

employees who are both committed and willing to innovate might be best advised to use investiture to foster commitment but at the same time to minimize the influence of current or previous job incumbents and encourage newcomers to develop their own strategies for dealing with their new roles, a disjunctive tactic" (p. 855).

A second study building on Jones' work was conducted by Ashcroft and Saks (1996). The study involved examining how socialization tactics jointly affected the work adjustment of recent business school graduates after 4 and 10 months on the job. The research studied the relationship between the six socialization tactics and role orientation using Jones' categorizations of institutionalized and individualized socialization tactics (see Table 1). Ashcroft and Saks focused their study on the relationship between socialization tactics and role orientation differentiating between custodial and innovative role orientations. In addition, the study explored the relationship between socialization tactics and various identified indicators of newcomers' adjustment to work including attempted role innovation, actual role innovation, person change, role ambiguity, role conflict, job satisfaction, intention to quit, organizational commitment, and job performance.

Supporting Jones' findings, Ashcroft and Saks (1996) found that at 4 months a canonical correlation analysis showed that the first variate reflected institutionalized socialization tactics with the variables of attempted and actual role innovation, role ambiguity, role conflict, stress symptoms, and intentions to quit loading negatively. The variables of job satisfaction, organizational commitment, and identification loaded positively. In addition, at 4 months, the second canonical variate reflected individualized socialization tactics with person change, performance, and intention to quit loading

positively and stress symptoms loading negatively. The results differed at 10 months showing the lone variate of institutionalized socialization dominated by role innovation that loaded negatively. Ashcroft and Saks concluded that "on the one hand, institutionalized socialization appears to promote attachment to a job and organization, thus promoting a more loyal workforce; on the other hand, individualized socialization appears to promote role innovation and superior performance" (p.170).

The research findings reviewed support a relationship between socialization and the work variables of role orientation (Allen & Meyer, 1990b; Ashcroft & Saks, 1996; Jones 1986), organizational commitment (Allen & Meyer, 1990b; Ashcroft & Saks, 1996) and job satisfaction (Allen & Meyer, 1990b; Ashcroft & Saks, 1996). Jones (1996) also found that job satisfaction and organizational commitment increased positively when employees were involved in a greater level of institutional socialization.

Summary

Organizational values play a significant role in defining an organization, its culture, and its practices. Individual values and beliefs define and guide the behaviors and choices individuals within the organization will make by providing a framework for making decisions. There is a fit between the person and the organization when there is compatibility or congruence between the organization's values and those of the individual. This congruence has been shown to be correlated with the types of socialization tactics used by an organization (Cable & Pearsons, 2001; Chatman, 1989, 1991) and also has been associated with the initial attraction between the organization and the individual (Adkins, Russell, & Werbel, 1994; Schein, 1985). Socialization tactics

also have been found to be associated with job satisfaction, organizational commitment, and retention (Ashcroft & Saks, 1996; Jones, 1986).

The results of the research have shown that when there is congruence between the values of an organization and an individual, this congruence can be related to other work outcomes such as organizational commitment (Adkins, et al., 1996; Finnegan, 2000; Meglino, et al., 1989; Posner, 1992; Vianen, 2000), job satisfaction (Adkins, et al., 1996; Meglino, et al., 1989), and turnover (Adkins, et al., 1996; Vianen, 2000). In education, person-organization fit between teachers and schools has been correlated with tenure (Ostroff & Rothausen, 1997), organizational commitment (Reyes & Keller, 1986; Reyes & Shin, 1995; Shaw & Reyes, 1992), and job satisfaction (Reyes & Keller, 1986; Reyes & Shin, 1995). In a review of the literature from 1980 to 2002 using ERIC, Silver Platter, InfoTrac and WilsonWeb, only one study was found that explored the relationship between the values of schools, the values of administrators, and work outcomes such as job satisfaction and organizational commitment (Shin & Reyes, 1991). No research was found that explored the relationship between the values of administrators and the values of their districts.

Although there has been a significant number of research studies conducted on the relationship between individual values and organizations, organizational commitment and socialization, very little of this research has been conducted in educational organizations and no research was found that studied the values of administrators in relationship to school districts. There is a need to build on the existing research done in other types of organizational settings regarding values congruence and the organizational commitment and socialization of employees in order to explore

these same relationships in educational settings and, in particular, for school administrators. An initial review of the role that values congruence plays in the commitment of teachers to their schools indicates that meaningful information may be acquired through the exploration of the role that values congruence plays in the commitment of high-school principals to their districts. This information may help define the relationships between values congruence, organizational commitment, and organizational socialization for school administrators and provide a basis for developing appropriate and effective strategies for the attraction and retention of high-school principals.

CHAPTER III

METHODOLOGY

Restatement of the Purpose

The purpose of the study was to explore the relationships among person-organization values congruence between high-school principals in California and their districts; the socialization opportunities available in those districts; and the organizational commitment of the high-school principals. In the vast majority of work conducted on organizational commitment in education, the focus has been on the school site and the participants have been teachers. In contrast, this research explored the relationship between values congruency and organizational commitment at the district level. This focus reflects the role of the district in establishing policy, providing strategic leadership, and hiring and evaluating school administrators. The study consisted of a survey that measured the values congruence between principals and their districts; the socialization strategies they experienced as new principals; and their organizational commitment.

Research Methodology and Design

The research was a descriptive study that consisted of a 60-item mailed survey questionnaire (see Appendix A) designed to measure the following constructs: the person-organization values congruence between high-school principals and their districts, the socialization strategies experienced by new principals, and the organizational commitment of high-school principals. In addition, the survey collected specific demographic information including: (a) age; (b) gender; (c) experience in the district; and (d) experience in the current position. The survey was mailed to selected

high-school principals who were serving in high-school districts throughout California. The survey method allowed information to be collected from a specific sample and then the information was used to make more general inferences about a larger population (Babbie, 1990). Because of the geographical size of California, a mailed survey was the most economical and timely way to collect data.

Approval for the Use of Human Subjects

Because the research study involved human subjects, approval for the study was sought and granted by the Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF). The IRBPHS operates under the rules and regulations mandated by the Federal Office for Protection from Research Risks (OPRR) and the Department of Health and Human Services (DHHS). The application to the IRBPHS (see Appendix C) included an overview of the study, a description of the participants and how they would be recruited, the research instruments to be used, potential risks and benefits to the subjects, and a description of how the records would be maintained. The study was approved by the IRBPHS in July, 2002 (see Appendix C) and no modifications were made to the protocol after the initial approval.

Selection of Participants

Included in the population studied were all high-school principals in California working in high-school districts that were composed of two or more comprehensive high schools. Excluded from the study were principals in unified school districts or high-school districts with a single high school. Principals serving in unified districts were eliminated from the sample population because the administrative experiences in a

unified district serving grades kindergarten through twelve may be significantly different than the administrative experiences in a district containing only high school. Likewise, principals in single-school high-school districts were also eliminated because they may have a different administrative experience because their socialization does not include sharing their experiences with other principals in the same district. Eligible high-school principals were identified through the California Department of Education (CDE) public schools directory database. The database provided a list of high schools in California by type of district, the address of the school, and the name of the current principal. There were 289 principals who met the established criteria for participation in the study. Because surveys were mailed to each qualifying high-school principal, the entire population was surveyed.

Instrumentation

The survey was comprised of four sections and was compiled using the following instruments: the Salient Beliefs Review developed by Bloch (1999a, 2003),¹ the Affective, Continuance, and Normative Commitment Scales developed by Meyer and Allen (1997); a 10-item scale measuring socialization tactics based on the instrument developed by Jones (1986), and a final section collecting demographic information. The final survey consisted of a 60-item questionnaire that collected information addressing the study's eight research questions. The relationship between the research questions and the survey questionnaire is shown in Table 2 below.

The first section of the survey consisted of the Salient Beliefs Review (SBR) instrument developed by Bloch (1999a, 2003)¹ and comprised items 1 through 28 of the survey questionnaire . (see Appendix A). This section was used to measure the

degrees of perceived congruence between the values of the principals and their respective districts. The values measured by the instrument included the following seven dimensions which serve as connectors between the individual and his or her work: (a) being open to **change**; (b) achieving **balance** in life's activities; (c) maintaining the **energy** to accomplish goals; (d) experiencing **community** with others at work ; (e) fulfilling your **calling** ; (f) finding **harmony** between your talents, interests and values and your work; and (g) feeling **unity** with a greater sense of purpose.

Table 2

Relationship of Research Questions and Survey Questionnaire Items

	Research Questions	Survey Items
1.	What are the levels of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which they serve?	1 - 28
		29 - 46
2.	What is the level of commitment of high-school principals to the school district as an organization?	47 - 56
3.	What types of organizational socialization have principals experienced?	1 - 56
4.	What are the relationships between levels of congruence, organizational commitment, and organizational socialization?	1 - 56 & 57
5.	To what extent is there a relationship between gender and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?	1 - 56 & 58
6.	To what extent is there a relationship between age and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?	1 - 56 & 59
7.	To what extent is there a relationship between the length of time spent in the district and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?	1 - 56 & 60
8.	To what extent is there a relationship between the total length of time a principal has been in his or her current position and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?	

The instrument measured the seven dimensions (change, balance, energy, community, calling, harmony, and unity) in four areas: (a) the self-reported individual beliefs of the principals referred to as the “beliefs” component consisting of items 1 through 7; (b) the self-reported individual behaviors of the principals referred to as the “behaviors” component consisting of items 8 through 14; (c) the perceived organizational policies of the school districts referred to as the “policies” component consisting of items 15 through 21; and (d) the perceived organizational practices of the school district referred to as the “practices” component consisting of items 22 through 28. As shown in Table 3 below, each component consisted of seven items which each of the seven items addressing one of the seven dimensions of congruence.

A 5-point Likert-type scale with 1 representing *Of No Importance* and 5 representing *Of Great Importance* was used to respond to each item. The ratings represent the relative importance of each item: the higher the rating, the greater its perceived importance. Referring to Table 3, because each item within the designated component (beliefs, behaviors, policies, and practices) represented one of the dimensions in common with the other components, dimension scores between components were comparable. The instrument was scored by recording the numerical value for each of the seven dimensions within the four components and then analyzing the scores within the dimension to determine if differences existed. These differences represented the degrees of congruence between any two components.

Table 3

Items Within Each Section Representing Dimensions of the SBR

Dimension	Item Numbers Within Sections			
	Beliefs	Behaviors	Policies	Practices
Change	1	8	15	22
Balance	2	9	16	23
Energy	3	10	17	24
Community	4	11	18	25
Calling	5	12	19	26
Harmony	6	13	20	27
Unity	7	14	21	28

The work commitment of principals was measured with the Affective (ACS), Continuance (CCS), and the Normative Commitment Scales (NCS) developed by Meyer and Allen (1997). These scales consisted of items 29 to 46 of the survey questionnaire (see Appendix A). Each subscale, representing one of the three dimensions of commitment, consisted of six items. Participants used a 7-point scale from *very strongly disagree* (1) to *very strongly agree* (7) to respond to each item. The instrument was scored by calculating an individual's average score for each of the three commitment dimensions. Scores for each dimension ranged from 0 to 7. To establish the construct validity of the three scales, Allen and Meyer (1996) reviewed the results of over 30 studies representing 40 samples and 16,000 employees from a wide range of organizations and occupations. For the majority of samples, coefficient alpha was used to estimate internal consistency. Median reliabilities for ACS, CCS, and NCS were .85,

.79 and .73, respectively. Although longitudinal studies were limited in number, the test-retest reliabilities were all within an acceptable range.

Socialization experiences of the principals were measured using a 10-item scale based on the instrument developed by Jones (1986). This scale was comprised of items 47 to 56 on the survey questionnaire (see Appendix A). The items focused on differentiating between socialization experiences that are either informal or formal. Participants responded to the items using a 7-point Likert-type scale from *strongly disagree* (a rating of 1) to *strongly agree* (a rating of 7).

The fourth section of the survey used direct questions to collect demographic information from the respondents in the study included gender, age, years in the district, and years in the current position. This section comprised items 57 through 60 on the survey questionnaire.

Validity and Reliability

The final survey consisted of a 60-item questionnaire divided into four sections and was compiled using the following instruments: the Salient Beliefs Review developed by Bloch (1999a, 2003);¹ the Affective, Continuance, and Normative Commitment Scales developed by Meyer and Allen (1997); a 10-item scale measuring socialization tactics, and a final section collecting demographic information. Reliabilities were calculated for the Salient Beliefs Review, the commitment scales, and the socialization scale using Chronbach's alpha. To determine the reliability of the Salient Beliefs Review, the reliabilities were computed for each of the four subsections consisting of seven items each as well as for the entire review consisting of 28 items. Although two of the subsections (Beliefs and Behaviors) had alphas lower than the accepted cut-off of

.70, the alpha for the entire SBR was greater than .80 which indicates a high level of internal consistency for the combined instrument as a scale (see Table 4 below). The same process was used for determining the reliability of the commitment scales.

Alphas were computed for each of the three commitment sub-scales (affective, continuance, and normative) consisting of six items each and alpha was calculated for the entire 18-item combined scale. Although the reliability of the continuance sub-scale was lower than .70, the combined commitment scale of 18 items demonstrated a high level of internal consistency with an alpha close to .80 (see Table 4 below). The alpha for the 10-item socialization scale was .8038, indicating a high degree of internal consistency for the scale (Thorndike, 1996).

Table 4

Internal Consistency of Scales

Instrument	Number of Items	Coefficient Alpha
Salient Beliefs Review		
Beliefs	7	.58
Behaviors	7	.66
Policies	7	.90
Practices	7	.92
Total SBR	28	.88
Commitment Scales		
Affective	6	.85
Continuance	6	.63
Normative	6	.82
Total Commitment	18	.79
Socialization	10	.80

Data Collection

Data were gathered from high-school principals in California using a mailed four-part survey questionnaire measuring levels of values congruence, organizational commitment, self-reported socialization experiences, and specific demographic components (see Appendix A). Surveys were mailed out in September, 2002, to all identified research participants in the population with a cover letter explaining the study and the method for responding (see Appendix B). There were 289 principals who met the established criteria for participation in the study. Participants completed and submitted the survey using an enclosed return envelope. A coding system was used to track who has completed the survey. Three weeks following the initial mailing, a follow-up postcard was mailed to all non-respondents encouraging them to participate in the study. A total of 132 usable surveys were returned and represented 45.7 percent of the total targeted population.

Data Analysis

The analysis of the data was conducted in three steps. In the first step, the data was analyzed to calculate all of the variables necessary to address the research questions. These variables included degrees of congruence, dimensions of commitment, and types of socialization. In the second step, descriptive statistics for the variables being studied were calculated in order to answer the first three research questions. In addition, descriptive statistics of the demographic characteristics were also analyzed. In the third step, the relationship between the variables was analyzed to provide the data required to answer the remaining research questions (Five through Eight).

Study Variables

Degrees of Congruence

The degrees of congruence of the beliefs and behaviors of high-school principals and their perceptions of the policies and practices of school districts in which they serve were computed using the participants responses to the Salient Beliefs Review instrument included in the survey (items 1 through 28).

The principals surveyed ranked their responses for each item using a scale of 1 (of no importance) to 5 (of great importance). The instrument measured the seven dimensions of congruence (change, balance, energy, community, calling, harmony, and unity) in four areas: (a) the self-reported individual beliefs of the principals referred to as the “beliefs” component consisting of items 1 through 7; (b) the self-reported individual behaviors of the principals referred to as the “behaviors” component consisting of items 8 through 14; (c) the perceived organizational policies of the school districts referred to as the “policies” component consisting of items 15 through 21; and (d) the perceived organizational practices of the school district referred to as the “practices” component consisting of items 22 through 28. Each item within the four levels (beliefs, behaviors, policies, and practices) addresses one of the specific dimensions and corresponds to the same dimension in the other three levels.

The data collected were analyzed to determine the degrees of congruence between levels of assessment by using the following paired comparisons: beliefs and perceived policies; beliefs and perceived practices; behaviors and perceived policies; and behaviors and perceived practices. For each individual, the degree of congruence for each dimension in a paired comparison was determined by using the absolute value

of the difference between the scores for the two levels in each pair. For example, for the dimension of Change, the absolute value of the difference between the score for Beliefs and the score for Policies was used as the score for the degree of congruence for “Beliefs and Policies” for each respondent. This calculation resulted in a score of 0 to 4 with 0 representing the highest degree of congruence between levels and 4 representing the lowest degree of congruence between levels. Descriptive statistics including mean and standard deviation were calculated using these values. To determine the total strength of the degree of congruence for each dimension, the degree of congruence scores were totaled and averaged across all four comparison pairs for each respondent yielding a total score for congruence for each dimension. Descriptive statistics including mean and standard deviation were calculated using these scores. The mean congruencies were subjected to a one-way repeated measures of variances (ANOVA) and the appropriate *post hoc* Bonferroni procedures to determine the significance of the different group means.

Commitment

The three dimensions of organizational commitment (affective, continuance, and normative) were assessed using the measures developed by Meyer, Allen and Smith (1993). Affective commitment reflects the emotional attachment an individual has to the organization and his or her identification with its values. Continuance commitment reflects the perceived sacrifices the individual will need to make if he or she were to leave the organization such as loss of salary or retirement. Normative commitment reflects the sense of obligation or moral responsibility that an individual feels to continue with the organization.

To measure the three dimensions of commitment, the principals in the study responded to three 6-item sub-scales, each sub-scale representing one of the three dimensions. Principals ranked their responses to each item using a scale of 1 (Very Strongly Disagree) to 7 (Very Strongly Agree) with 4 representing a neutral response. To determine the individual level of commitment of the principals for each of the three dimensions, an average score for the six items in each scale was calculated. Thus, every principal received a value between 1 and 7 for each of the three dimensions of commitment with 1 representing the lowest level of commitment and 7 representing the highest level of commitment. In addition, a total commitment score was calculated by averaging the responses to all 18 items contained in the three scales. This calculation also resulted in a value between 1 and 7. Descriptive statistics including means and standard deviations were calculated for each of the dimensions as well as for the total commitment score.

Socialization

The organizational socialization strategies experienced by new principals were measured using a 10-item scale based on the instrument developed by Jones (1986). Principals responded to each item using a 7-point Likert-type scale. The ratings used by respondents ranged from 1 (*Very Strongly Disagree*) to 7 (*Very Strongly Agree*) with 4 representing a neutral response. The items focused on differentiating between two types of socialization strategies: formal and informal. Accounting for reversed items, ratings from all ten items were averaged to determine a total socialization score between 1 and 7 for each principal with 1 representing little or no formalized socialization practices in the district and 7 representing highly structured formal

socialization practices in the district. A factor analysis was conducted to group the items and three factors emerged. Descriptive statistics were calculated for each of the factors.

Demographic Characteristics

Four demographic characteristics were reported in the study: age, gender, total length of time in the district (total experience), and length of time in the current position (current experience). For age, the principals choose from four categories that spanned 10 years each beginning with 25 to 34 years. For gender, principals selected from male or female. For total experience and current experience, principals were asked to select from five categories that ranged from less than 1 year to more than 20 years. Frequency distributions were calculated for all four demographic characteristics.

Relationships Among Variables

After a preliminary analysis of scatter plots for each paired relationship to determine that the relationships did not violate linearity, the data were analyzed to determine relationships among the study variables in four stages. In the first stage, the relationship between degrees of congruence and the dimensions of commitment were analyzed. In the second stage of the process, the data were analyzed to determine the relationship between degrees of congruence and the organizational socialization strategies experienced by the principals. In the third stage of this process, the relationship between socialization and commitment was analyzed. In the last stage of the process, the relationships between the study variables and the demographic characteristics were analyzed.

In the first stage of the process, the relationships between degrees of

congruence and components of organizational commitment were examined using Pearson product moment correlation coefficients. The levels of congruence for the four paired comparison groups (beliefs and perceived policies; beliefs and perceived practices, behaviors and perceived policies, and behaviors and perceived practices) were correlated with the three components of organizational commitment (affective, continuance, and normative) using the average scores for each principal.

In the second stage of the process, the data were analyzed to determine the relationship between degrees of congruence and the organizational socialization strategies experienced by the principals. The average scores for the degrees of congruence for the paired levels were first compared to the three measurements for socialization (formal programs, relationships, and trial and error) using Pearson product moment correlation coefficients. Second, the average scores for the degrees of congruence for the dimensions of the Salient Beliefs Review were compared to the three average measurements for socialization using the same process.

In the third stage of this process, the relationship between socialization and commitment was analyzed using Pearson product moment correlation coefficients. The three dimensions of organizational commitment (affective, continuance, and normative) were analyzed in correlation with the three subcategories of socialization (Formal Programs, Relationships, and Trial and Error) using Pearson's correlation coefficient.

In the last stage of the process, the relationships between the study variables and the demographic characteristics were investigated. Using a comparison of the means, the data were analyzed to determine whether or not there was a difference between men and women and the degrees of congruence for each of the paired

comparison groups (beliefs and perceived policies; beliefs and perceived practices; behaviors and perceived policies; and behaviors and perceived practices). An analysis of variance was calculated using eta. The same data analysis was conducted comparing gender with organizational commitment and gender with organizational socialization. For all other comparisons between the demographic characteristics of age, total experience, and current experience with the study variables of degrees of congruence, the dimensions of commitment, and the types of socialization, Pearson's product moment correlation coefficients were used to determine the closeness of the relationships.

CHAPTER IV

FINDINGS

This chapter is divided into two sections. The first section includes a review of the demographic data and a preliminary analysis of the variables used in the study including: values congruence; commitment; and socialization. First, demographic variables were analyzed to provide an overview of the principals who participated in the study. Second, the responses of participants on each of the instruments used in the survey were analyzed to identify and provide descriptive statistics of the variables studied as addressed in research questions one through three. Since the first section addresses the demographics of the population sample and research questions one through three, it is organized accordingly. The second section is based on a more in-depth analysis of the relationship among the study variables. The section addresses research questions four through eight and is organized accordingly.

Section I: Findings - Demographics and Individual Study Variables

In this first stage of the findings, collected responses were analyzed in four areas. First, the demographic variables were analyzed to provide an overview of the principals who participated in the study. Second, the degrees of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which they serve were analyzed using the participants' responses to the Salient Beliefs Review. These findings address the first research question. Third, the individual affective, continuance, and normative commitments of the high-school principals to the districts in which they served were assessed using the principals' responses to the measures developed by Meyer, Allen

and Smith (1993). These findings address the second research question. Fourth, the socialization tactics experienced by the high-school principals were analyzed using the 10-item scale based on the instrument developed by Jones (1986). These findings address the third research question.

Demographic Characteristics

Four demographic characteristics were reported in the study: age, gender, total length of time in the district (total experience), and length of time in the current position (current experience). For these variables, frequency distributions were calculated. As shown in Table A, more than 80 percent of the participants in the study were over the age of 45 with the majority of the participants (52.5 percent) falling in the 45 to 54 year-old range. More than 30 percent of the participants were over 55 which indicates that many of the principals may be considered close to retirement. The large majority (over 65 percent) of the principals who participated in the study were men. Although one third of the principals reported a total of 20 years or more of experience in their districts, well over 50 percent of the principals had less than five years of experience in their current positions.

Table 5

Frequency Distributions for Demographic Characteristics

Demographic Characteristics	Distributions		Cumulative Percent
	Frequency	Percent	
Age			
25-34 years	6	4.5	4.5
35-44 years	16	12.1	16.7
45-54 years	68	51.5	68.2
55-64 years	42	31.8	100.0
Total	132	100.0	
Gender			
Female	46	34.8	34.8
Male	86	65.2	100.0
Total	132	100.0	
Total Experience			
less than 1 year	8	6.1	6.1
1-4 years	23	17.4	23.5
5-9 years	23	17.4	40.9
10-19 years	34	25.8	66.7
20 years or more	44	33.3	100.0
Total	132	100.0	
Current Experience			
less than 1 year	13	9.8	9.8
1-4 years	63	47.7	57.6
5-9 years	33	25.0	82.6
10-19 years	22	16.7	99.2
20 years or more	1	.8	100.0
Total	132	100.0	

Research Question One

What are the degrees of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which they serve?

The degrees of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which

they serve were computed using the participants responses to the Salient Beliefs Review instrument included in the survey (items 1 through 28). The principals surveyed ranked their responses for each item using a scale of 1 (of no importance) to 5 (of great importance). The instrument measured the seven dimensions of congruence (change, balance, energy, community, calling, harmony, and unity) in four areas: (a) the self-reported individual beliefs of the principals referred to as the “beliefs” component consisting of items 1 through 7; (b) the self-reported individual behaviors of the principals referred to as the “behaviors” component consisting of items 8 through 14; (c) the perceived organizational policies of the school districts referred to as the “policies” component consisting of items 15 through 21; and (d) the perceived organizational practices of the school district referred to as the “practices” component consisting of items 22 through 28. Each item within the four levels (beliefs, behaviors, policies, and practices) addresses one of the specific dimensions and corresponds to the same dimension in the other three components.

The data collected were analyzed to determine the degrees of congruence between levels of assessment by using the following paired comparisons: beliefs and perceived policies; beliefs and perceived practices; behaviors and perceived policies; and behaviors and perceived practices. For each individual, the degree of congruence for each dimension in a paired comparison was determined by using the absolute value of the difference between the scores for the two levels in each pair. For example, for the dimension of Change, the absolute value of the difference between the score for Beliefs and the score for Policies was used as the score for the degree of congruence for “Beliefs and Policies” for each respondent. This calculation resulted in a score of 0 to 4

with 0 representing the highest degree of congruence between levels and 4 representing the lowest degree of congruence between levels. Descriptive statistics including mean and standard deviation were calculated using these values (see Table 4). To determine the total strength of the degree of congruence for each dimension, the degree of congruence scores were totaled and averaged across all four comparison pairs for each respondent yielding a total score for congruence for each dimension. Descriptive statistics including mean and standard deviation were calculated using these scores.

The mean congruencies were subjected to a one-way repeated measures of variances (ANOVA) to ascertain whether or not the differences between the means were significant and could, therefore, be compared to one another. The results of this analysis demonstrated that there was a highly significant difference among the means. For Wilks' Lambda, $F(3, 128) = 11.5, p < .001$. Post hoc Bonferroni tests revealed that there were significantly different group means at an alpha level of .05 between the following paired means: ***beliefs and policies*** with ***beliefs and practices***; ***beliefs and policies*** with ***behaviors and policies***; ***beliefs and practices*** with ***behaviors and policies***; ***beliefs and practices*** with ***behavior and practices***; and ***behaviors and policies*** with ***behaviors and practices***. The only paired means that did not exhibit significantly different means was ***beliefs and policies*** with ***behaviors and practices***.

An examination of the data presented in Table 4 shows that the means for all four of the paired levels fall in the moderately low range (under 1.5). Since lower values indicate higher congruence (a value of "0" represents complete congruence), this suggests that the congruence was moderately high for all four paired levels. A review of

the means for the seven dimensions shows a range from .87 to 1.30 which suggests a high degree of congruence between levels for each dimension.

For all congruency measurements, all of the means were less than 1.50 indicating a relatively high degree of congruence in all paired levels and across all dimensions. The means for ***behaviors and policies*** (.994) and for ***beliefs and policies*** (1.11) are lower than the means for ***behaviors and practices*** (1.13) and ***beliefs and practices*** (1.27); therefore, it can be concluded that there were relatively higher degrees of congruence in the categories that included the perceived policies of the district than in the categories that included the perceived practices of the district. The principals in the study showed more of an agreement between their own beliefs and behaviors with their perceptions of the policies of the districts in which they served rather than with the actual practices of those districts. Based on these findings, one can conclude that the connection between a principal and his or her district is strongest when there is agreement or congruence between the principal's values and the espoused values of the district rather than the actual actions taken by the district which may or may not align with its stated values.

Table 6

Descriptive Statistics for Degrees of Congruence

Dimension	Degrees of Congruence Paired Levels									
	Beliefs and Policies		Beliefs and Practices		Behaviors and Policies		Behaviors and Practices		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Change	1.04	1.04	.84	.92	.89	1.02	.71	.89	.87	.81
Balance	1.35	1.13	1.50	1.07	1.04	.90	.99	.85	1.22	.71
Energy	1.38	1.14	1.48	1.07	1.17	.98	1.20	1.01	1.30	.82
Community	1.08	1.02	1.39	1.00	.95	.94	1.28	.96	1.17	.79
Calling	.94	1.04	1.26	.99	.91	1.01	1.25	.99	1.09	.80
Harmony	1.01	.98	1.08	1.04	1.08	1.08	1.11	1.02	1.06	.83
Unity	1.04	.86	1.42	1.01	.97	.91	1.41	1.07	1.21	.78
TOTAL	1.11	.76	1.27	.76	.99	.66	1.13	.68	1.13	.63

Note: SD = standard deviation

Research Question Two

What is the level of commitment of high-school principals to the school district as an organization?

The three dimensions of organizational commitment (affective, continuance, and normative) were assessed using the measures developed by Meyer, Allen and Smith (1993). Affective commitment reflects the emotional attachment an individual has to the organization and his or her identification with its values. Continuance commitment reflects the perceived sacrifices the individual will need to make if he or she were to leave the organization such as loss of salary or retirement. Normative commitment

reflects the sense of obligation or moral responsibility that an individuals feels to continue with the organization.

To measure the three dimensions of commitment, the principals in the study responded to three 6-item sub-scales, each sub-scale representing one of the three dimensions. Principals ranked their responses to each item using a scale of 1 (Very Strongly Disagree) to 7 (Very Strongly Agree) with 4 representing a neutral response. To determine the individual level of commitment of the principals for each of the three dimensions, an average score for the six items in each scale was calculated. Thus, every principal received a value between 1 and 7 for each of the three dimensions of commitment with 1 representing the lowest level of commitment and 7 representing the highest level of commitment. In addition, a total commitment score was calculated by averaging the responses to all 18 items contained in the three scales. This calculation also resulted in a value between 1 and 7. Descriptive statistics including means and standard deviations were calculated for each of the dimensions as well as for the total commitment score and are summarized in Table 5.

A review of the data in Table 5 reveals that the principals in the study demonstrated moderately high levels of affective and normative commitment; however, the principals demonstrated a moderately low level of continuance commitment. The resulting total commitment level of the principals was moderately high with a mean of 4.67. Among the principals participating in the study, affective commitment was the strongest of the three dimensions of commitment with a mean of 5.74. This indicates that the principals had a relatively stronger sense of commitment to the district based on their identification with district values. With a mean of 3.42, continuance commitment

was the weakest dimension of commitment and reflects a fairly neutral or relatively lower sense of commitment based on their perception that significant sacrifices would not need to be made by leaving their current district. Commitment based on a sense of obligation (normative commitment) was slightly above neutral with a mean of 4.81 and indicates that there is a moderate sense of commitment among principals regarding their sense of obligation to continue in the district. An overall or total commitment mean score of 4.67 indicates a moderately strong sense of commitment to the district among the principals surveyed. These findings indicate that the high-school principals in the study felt strongly committed to their districts and that this commitment was derived from an emotional attachment based on shared values and a sense of obligation to remain with their districts.

Table 7

Descriptive Statistics for Commitment Variables

Variable	Number	Mean	SD
Affective	132	5.74	1.04
Continuance	131	3.43	1.04
Normative	131	4.81	1.22
Total	132	4.67	.78

Research Question Three

What types of initial organizational socialization tactics have new principals experienced?

The organizational socialization strategies experienced by new principals were measured using a 10-item scale based on the instrument developed by Jones (1986).

Principals responded to each item using a 7-point Likert-type scale. The ratings used by respondents ranged from 1 (*Very Strongly Disagree*) to 7 (*Very Strongly Agree*) with 4 representing a neutral response. The items focused on differentiating between two types of socialization strategies: formal and informal. Accounting for reversed items, ratings from all ten items were averaged to determine a total socialization score between 1 and 7 for each principal with 1 representing little or no formalized socialization practices in the district and 7 representing highly structured formal socialization practices in the district.

A factor analysis was conducted to group the items and three factors emerged (see Table 6). The first factor consisted of items 47, 48, 49, 50, and 52. The content of these items focused on the presence of formalized training activities in a district (designated as *Formal Programs*). The second factor consisted of items 53, 54, 55, and 56 and the content of these items focused on the supporting relationship new principals had with other administrators in the district (designated as *Relationships*). Item 51 was isolated as a separate factor and focused on the lack of any type of support either through training or relationships (designated as *Trial and Error*). Descriptive statistics were calculated for each of the factors and appear in Table 7. A preliminary review of the data presented in Table 7 suggests that of the three factors, Relationships played the strongest role in the socialization of the principals with a mean of 4.72 and Trial and Error played the weakest role with a mean of 2.56.

Descriptive statistics for all three socialization factors as well as total socialization are summarized in Table 7. Measured on a scale of 1 to 7 with 4 representing a neutral response, scores higher than 4 represented agreement with the presence of the

socialization tactics and scores below 4 represent disagreement regarding the presence of the socialization tactics. The mean score of 2.56 with a standard deviation of 1.35 for *Trial and Error* indicates that a majority of the principals disagreed with the statement that “much of my job knowledge has been acquired informally on a trial and error basis.” In other words, they felt that some type of formalized, planned support was present. The stronger mean score of 4.72 for *Relationships* compared to a score of 3.65 for *Formal Programs*, indicates that the relationships that principals have with their colleagues may play a stronger role in socialization than the formal programs they participated in, if, in fact, such programs were available. The mean score of 3.97 for total socialization suggests that there is an overall neutral response to the different socialization strategies experienced by the principals in the study. This indicates that although they felt that some sort of support was there, it was a blend of informal and formal strategies and a combination of formal programs and mentoring relationships.

Table 8

Factor Analysis Results for Socialization

Item #	Statement
Factor 1 – Formal Programs	
47.	As a new principal, I was extensively involved with other new administrators in common, job related training activities.
48.	Other new administrators have been instrumental in helping me to understand my job requirements.
49.	This organization puts all new administrators through the same set of learning experiences.
50.	I have been through a set of training experiences which are specifically designed to give new administrators a thorough knowledge of job related skills.
52.	Experienced district administrators see advising or training new administrators as one of their main job responsibilities in this district.
Factor 2 - Relationships	
53.	I am gaining a clear understanding of my role in this district from observing my senior colleagues.
54.	I have received little guidance from experienced administrators as to how I should perform my job.
55.	I have little or no access to people who have previously performed my role in this district.
56.	I have been generally left alone to discover what my role should be in this district.
Factor 3 - Trial and Error	
51.	Much of my job knowledge has been acquired informally on a trial and error basis.

Table 9

Descriptive Statistics for Socialization Factors

Factor	Number	Mean	Std. Deviation
Formal Programs	132	3.65	1.24
Relationships	132	4.72	1.23
Trial and Error	131	2.56	1.35
Total Socialization	132	3.97	1.03

Section II: Findings - Relationships Among Variables

This section of the findings discusses the relationships among the variables and addresses Research Questions Four through Eight. Research Question Four deals with the relationships among the degrees of congruence, organizational commitment, and organizational socialization. As will be shown in the findings for the fourth research question, the following significant relationships were found: (a) an increase in values congruence was found to be correlated significantly with an increase in both affective and normative commitment; (b) higher degrees of values congruence were significantly correlated with higher participation in socialization strategies that included formal training programs and the interaction with colleagues; and (c) both affective and normative commitments were found to be significantly correlated with socialization experiences that included formal programs and relationships. The following relationships were not significant: (a) continuance commitment was not significantly correlated with degrees of values congruence or any of the three types of socialization, and (b) higher levels of participation in trial and error socialization experiences were not

significantly correlated with either degrees of values congruence or any of the three dimensions of commitment.

Research Questions Five through Eight address the relationships between demographics and the study variables of congruence, commitment, and socialization. These results will show that values congruence, commitment, and socialization experiences are not significantly correlated with the demographic characteristics of gender, age, and years that the principals have spent in their current positions. Also shown by these results, the total number of years a principal has spent in the district is the only demographic factor shown to be significantly correlated with any of the study variables but was limited to affective commitment, total commitments, and trial and error socialization experiences.

Research Question Four

What are the relationships among degrees of congruence, organizational commitment, and organizational socialization?

Degrees of Congruence and Organizational Commitment

A review of scatter plots for the four measures of congruence (*beliefs and policies; beliefs and practices; behaviors and policies, behaviors and practices*) and the three measures of commitment (*affective, continuance, normative*) showed that all twelve relationships were not curvilinear in nature and did not violate linearity; therefore, the correlations between degrees of congruence and organizational commitment were analyzed using Pearson product moment correlation coefficients (see Table 10 below).

All four congruence measurements demonstrated negative correlations with both affective and normative commitment scores. Since low scores for congruence

measures indicate a higher degree of congruence, these results indicate that as the degree of congruence increases, so do both affective and normative commitment. The strongest correlations exist between the degrees of congruence and affective commitment. Continuance commitment did not show a significant correlation with degrees of congruence for any of the four measures. This data showed that higher levels of congruence (represented by lower values) are significantly correlated with higher levels of affective and normative commitment. These findings indicate that principals who felt a stronger connection to their districts as indicated by higher degrees of congruence also exhibited higher levels of commitment to the district based on a stronger emotional attachment and identification with its values (affective commitment) or a sense of obligation or moral responsibility to continue with the district because of their identification with its values (normative commitment). On the other hand, the principals did not feel a strong sense of commitment based on the perceived sacrifices they would need to make if they were to leave the district (continuance commitment).

Table 10

Commitment and Degrees of Congruence for Paired Levels

Paired Levels for Degrees of Congruence	Commitment			
	Affective	Continuance	Normative	Total
Beliefs and Policies	-.356**	.033	-.345**	-.323**
Beliefs and Practices	-.504**	.070	-.310**	-.358**
Behavior and Policies	-.383**	-.008	-.332**	-.358**
Behavior and Practices	-.522**	.012	-.355**	-.420**

** Correlation is significant at the 0.01 level (2-tailed). N = 131 - 132.

Degrees of Congruence and Organizational Socialization

Correlation coefficients were calculated for the four paired degrees of congruence (Beliefs and Perceived Policies; Beliefs and Perceived Practices; Behaviors and Perceived Policies; and Behaviors and Perceived Practices) and the three factors of socialization (Formal Programs, Relationships, and Trial and Error). When degrees of congruence were compared with organizational socialization, the data showed significant negative correlations for the two sub-scales of *Formal Programs* and *Relationships* as well as the total mean scores for socialization (see Table 11 below). This data showed that higher degrees of congruence (represented by lower values) are significantly correlated with higher levels of socialization strategies that include the participation in formal training programs and the interaction with colleagues. There were no significant correlations between the measures of degrees of congruence and the factor of *Trial and Error*. This finding indicates that the degrees of congruence were not significantly related to whether or not principals acquired their job knowledge through simple trial and error. Although the correlations between degrees of congruence and formal programs were significant for all paired comparisons, the correlations between socialization experiences that were based on relationships with other administrators were slightly stronger as were the correlations for total socialization. This finding suggests that the principals who gained their job knowledge through relationships with their colleagues were more likely to have a higher degree of values congruence with their districts.

Table 11

Correlations between Degrees of Congruence and Socialization

Paired Levels for Degrees of Congruence	Socialization			
	Formal Programs	Relationships	Trial and Error	Total
Beliefs and Policies	-.345**	-.371**	.057	-.379**
Beliefs and Practices	-.319**	-.376**	.040	-.368**
Behavior and Policies	-.311**	-.335**	.010	-.347**
Behavior and Practices	-.352**	-.435**	.024	-.418**

** Correlation is significant at the 0.01 level. N = 131 - 132.

Organizational Commitment and Organizational Socialization

The three dimensions of organizational commitment (affective, continuance, and normative) were analyzed in correlation with the three subcategories of socialization (Formal Programs, Relationships, and Trial and Error) using Pearson's correlation coefficient. These results are reported in Table 12. Significant relationships were found between the following pairs: affective commitment and formal programs; affective commitment and relationships; normative commitment and formal program; and normative commitment and relationships. Two areas emerged where the relationships were not significant. Continuance commitment did not demonstrate a significant correlation with any of the three types of socialization strategies or with total socialization. Likewise, the socialization factor of *Trial and Error* was not significantly correlated with any of three dimensions of commitment or with Total Commitment. In all socialization categories, the strongest correlations were with normative commitment.

These findings suggest that a principal who acquires his or her job knowledge through participating in formal training programs or through relationships with his or her colleagues is more likely to develop higher levels of commitment that are based on an emotional attachment to his or her district and an identification with its values (affective commitment) and a sense of obligation or moral responsibility to stay with the district (normative commitment) and that the organizational commitment of principals is not affected one way or the other if they are left on their own to discover an understanding of their jobs through trial and error. These findings also suggest that the dimension of continuance commitment is independent of whether or not principals experience any type of socialization to acquire their job knowledge.

Table 12

Correlations between Socialization and Commitment

Commitment	Socialization			
	Formal Programs	Relationships	Trial and Error	Total
Affective	.390(**)	.341(**)	-.024	.392(**)
Continuance	.050	-.048	-.123	-.011
Normative	.506(**)	.425(**)	.015	.513(**)
Total	.471(**)	.358(**)	-.044	.448(**)

** Correlation is significant at the 0.01 level. N = 131 - 132.

Research Question Five

To what extent is there a relationship between gender and each of the following:
 (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

Using a comparison of the means, the data were analyzed to determine whether men and women differed in their degrees of congruence for each of the paired comparison groups (beliefs and perceived policies; beliefs and perceived practices; behaviors and perceived policies; and behaviors and perceived practices). An analysis of variance was calculated using eta. The same data analysis was conducted comparing gender with organizational commitment and gender with organizational socialization. These findings are summarized in Table 13.

For degrees of congruence, eta ranged from .094 to .127 and indicated no significant relationship between gender and the degrees of congruence. The same data analysis for gender and organizational commitment showed no significant relationship between gender and all dimensions of commitment (affective, continuance, normative, and total commitment) with eta varying from .007 to .081. For gender and socialization, eta ranged from .022 to .116. This data demonstrated that no significant relationship existed between gender and the three measures of socialization (formal programs, relationships, and trial and error). There were no significant differences between the socialization experiences of men and women. Taken together, these findings demonstrate that gender was not a factor in the degrees of values congruence between principals and their districts, the organizational commitment of principals, or the socialization of principals who participated in the study.

Research Question Six

To what extent is there a relationship between age and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

Pearson's product moment correlation coefficients were used to determine the closeness of the relationships among the participants' age and degrees of congruence. As summarized in Table 13, there were no significant relationships between age and the four measures of degrees of congruence and, in fact, all correlations were extremely low. The same calculations were conducted for age and the components of commitment. Again, there were no significant correlations and all correlation coefficients were in the very low range (below .19). These results support the finding that the age of the participants in the study did not play a significant role in their level of commitment to the organization. Correlation coefficients were also in the very low range for age and the measures of socialization. These results support the finding that the socialization experiences of the principals did not vary significantly with their age.

Research Question Seven

To what extent is there a relationship between the length of time a principal has spent in the district and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

Pearson's product moment correlation coefficients were used to determine the closeness of the relationships among the participants' total years of experience in a district and the four measures of degrees of congruence. As summarized in Table 13, there were no significant relationships between total experience and the degrees of congruence and, in fact, all correlations were extremely low. The same calculations were conducted for total experience and the components of commitment. For both affective commitment and total commitment, the correlations with total experience were significant at the .01 level. This finding suggests that as a principal spends more time in

a district, the emotional attachment she or he feels for the district increases as well as his or her identification with its values. For the normative and continuance components of commitment, the correlations were not significant and all correlation coefficients were in the very low range (below .19). These results support the findings that the total years of experience of the participants in their districts did not play a significant role in their level of normative or continuance commitment to the organization. In other words, the obligation a principal felt to his or her district or the apprehension he or she might feel about leaving did not vary significantly with the amount of time he or she had spent in the district.

Correlation coefficients were also in the very low range for total years of experience in the district and two of the measures of socialization: *Formal Programs* and *Relationships*. These results support the finding that these two types of socialization experiences did not vary significantly with the total time each principal spent in the district. For the third measure of socialization, the category of *Trial and Error*, there was a significant negative correlation with the total time spent in the district. This result indicates that principals who have spent a longer time in the district feel that they have acquired knowledge about their jobs through some sort of explicit means and not on a trial and error basis.

Research Question Eight

To what extent is there a relationship between the total length of time a principal has been in his or her current position and each of the following: (a) degrees of congruence; (b) organizational commitment; and (c) organizational socialization?

Pearson's product moment correlation coefficients were used to determine the closeness of the relationship between the time spent by principals in their current positions (current experience) and the degrees of congruence. As summarized in Table 13, there were no significant relationships between current experience and the four measures of degrees of congruence and, in fact, all correlations were extremely low. The same calculations were conducted for current experience and the components of commitment. Again, there were no significant correlations and all correlation coefficients were in the very low range (below .19). These results support the finding that for the principals in the study, the years of experience in their current position did not play a significant role in their level of commitment to the organization. Correlation coefficients were also in the very low range for current experience and the measures of socialization. These results support the finding that the socialization experiences of the principals did not vary significantly with the time spent in their current position.

Table 13

Correlations Among Study Variables and Demographics

Variable	Demographic Characteristics			
	Gender	Age	Total Exp	Current Exp
Beliefs and Policies	-.102	-.064	-.091	.058
Beliefs and Practices	-.104	.026	.024	-.011
Behaviors and Policies	-.094	-.062	-.109	-.091
Behaviors and Practices	-.127	.047	.010	.058
Affective Commitment	.032	.123	.299**	.090
Continuance Commitment	-.007	-.027	.085	.015
Normative Commitment	.081	.050	.117	-.048
Total Commitment	.062	.051	.236**	.015
Formal Programs	.060	.086	.032	-.014
Relationships	-.003	.006	-.025	-.126
Trial and Error	.149	.059	-.240**	-.053
Total Socialization	.043	.061	-.038	-.085

** Correlation is significant at the .01 level (2-tailed)

Summary of Findings

There are four categories of findings that are summarized in this section in the order in which they were discussed previously: demographic characteristics; degrees of congruence; organizational commitment; socialization; and relationships among variables. Four demographic characteristics were reported in the study: age, gender, total length of time in the district (total experience), and length of time in the current position (current experience). The vast majority of principals who participated in the study were over the age of 45 with many of the participants close to the age of retirement. The large majority of the principals who participated in the study were men

and a substantial number had less than five years of experience as principals. The findings for research questions five through eight indicate that the demographic characteristics of gender, age, and the number years principals spent in the district did not influence the degrees of values congruence, commitment, or the socialization experiences of the principals involved in the study. The only demographic characteristic with a significant relationship with any of the variables was the total number of years spent by principals in their districts. This characteristic was found to be positively correlated with affective commitment, total commitment, and trial and error socialization experiences. In summary, demographic characteristics played an extremely limited role in the degrees of values congruence, commitment and socialization experiences of the principals involved in the study.

Degrees of congruence were explored for the following four paired levels: individual behaviors of the principals with perceived policies of the districts (*behaviors and policies*); individual beliefs of the principals with perceived policies of the districts (*beliefs and policies*); individual behaviors of the principals with the perceived practices of the districts (*behaviors and practices*); and the individual beliefs of the principals with the perceived practices of the district (*beliefs and practices*). The findings indicate that there was a relatively high degree of congruence in all paired levels and that paired levels containing the perceived policies of the district had relatively higher degrees of congruence than the paired levels containing the perceived practices of the districts. Thus, principals who participated in the study showed more of an agreement between their own beliefs and behaviors with their perceptions of the policies of the districts in which they served rather than with the actual practices of those districts. Based on

these findings, it can be concluded that the connection between a principal and his or her district is strongest when there is agreement or congruence between the principal's values and the espoused values of the district rather than the actual actions taken by the district which may or may not align with its stated values.

The level of commitment of the high-school principals to their school districts as organizations was assessed for the following three dimensions of commitment: affective, continuance, and normative. The findings indicate that the principals had a moderately strong sense of overall commitment and affective commitment, based the principals' identification with district values, was the strongest of the three dimensions.

Three categories of socialization strategies emerged: formal programs, relationships, and trial and error. The findings show that the relationships that principals have with their colleagues may play a stronger role in their socialization than any of the formal programs they participated in or simply learning about their jobs through trial and error.

When the relationships among degrees of values congruence, commitment, and socialization were explored, the following significant relationships were found: (a) an increase in values congruence was found to be correlated significantly with an increase in both affective and normative commitment; (b) higher degrees of values congruence were significantly correlated with higher participation in socialization strategies that included formal training programs and the interaction with colleagues; and (c) both affective and normative commitments were found to be significantly correlated with socialization experiences that included formal programs and relationships. The following relationships were not significant: (a) continuance commitment was not

significantly correlated with degrees of values congruence or any of the three types of socialization, and (b) higher levels of participation in trial and error socialization experiences were not significantly correlated with either degrees of values congruence or any of the three dimensions of commitment.

CHAPTER V

DISCUSSION

This chapter is organized into seven sections. The first section is a restatement of the problem addressed by the study and provides the foundation for the discussion of the findings for the eight research questions. The second section provides a summary and discussion of the findings and is organized according to the research questions. Special emphasis is placed on Research Question Four which deals with the relationships among the study variables. The third section discusses the conclusions derived from the findings. The fourth, fifth, and sixth sections focus on the implications of the study and recommendations in three areas: (a) future research; (b) the practices of school districts; and (c) the content of educational leadership programs. The last section of the chapter provides reflections on the relevancy of the research to the change process for school districts as organizations and for principals as they make decisions affecting both their schools and their careers.

Restatement of the Problem

Since the early 1990s, high schools in California have been faced with increasing mandates for student performance and accountability from both the state and federal governments. These mandates are occurring in a rapidly changing social and educational environment. In this changing and demanding educational environment, the role of the high-school principal has become critical. A major part of the principal's role is to assist and guide the school community in meeting the increasing demands of the state and of the school community (Rosenholtz, 1991). Although the vast majority of research on school leadership has focused on the school-site level, the relationship

between school-site principals and the district administration also plays a significant role in the effectiveness of school reform. The district, as represented by the superintendent, the school board, and other district level administrators, determines essential policies and procedures that have a direct impact on school sites and their principals. For example, these policies and procedures regulate the hiring and training of all personnel and the allocation of monetary and human resources. The district also serves a much broader role: the role of providing strategic leadership and support for the school sites as they face these new challenges. The commitment of school-site principal to the district becomes a critical component of the district's ability to effectively implement districtwide school reform.

Research on the commitment of administrators to the district as an organization is extremely limited and, in fact, no studies could be found that have been conducted within the last 10 years. In addition, a review of the literature reveals that there are few studies available that specifically address the relationship between the district and school-site administrators. Although the retention of school administrators has been a focus of concern, little definitive research has been done to identify effective strategies for supporting and orienting new administrators.

Organizational values play a significant role in defining an organization, its culture, and its practices. Individual values define and guide the behaviors and choices individuals within the organization will make by providing a framework for making decisions. If there is compatibility or congruence between the organization's values and those of the individual then there is a fit between the person and the organization. The literature suggests that when there is congruence between the values of an organization

and an individual, this congruence can be related to other work outcomes such as organizational commitment (Adkins, et al., 1996; Finnegan, 2000; Meglino, et al., 1989; Posner, 1992; Vianen, 2000), job satisfaction (Adkins, et al., 1996; Meglino, et al., 1989), and turnover (Adkins, et al., 1996; Vianen, 2000). In education, person-organization fit between teachers and schools has been correlated with tenure (Ostroff & Rothausen, 1997), organizational commitment (Reyes & Keller, 1986; Reyes & Shin, 1995; Shaw & Reyes, 1992), and job satisfaction (Reyes & Keller, 1986; Reyes & Shin, 1995). The literature has also shown that values congruence between individuals and their organization correlate with the types of socialization tactics used by an organization (Cable & Pearsons, 2001; Chatman, 1989, 1991) and also has been associated with the initial attraction between the organization and the individual (Adkins, Russell, & Werbel, 1994; Schein, 1985). In addition, socialization tactics have been found to be associated with job satisfaction, organizational commitment, and retention (Ashcroft & Saks, 1996; Jones, 1986).

There is a need to build on the existing research done in other types of organizational settings regarding values congruence, organizational commitment, and the socialization of employees in order to explore these same relationships in educational settings and, in particular, for school principals. An initial review of the role that values congruence plays in the commitment of teachers to their schools indicates that meaningful information may be acquired through the exploration of the role that values congruence plays in the commitment of high-school principals to their districts. This information may help define the relationships between values congruence, organizational commitment, and organizational socialization for school administrators

and provide a basis for developing appropriate and effective strategies for the attraction and retention of high-school principals.

The purpose of this study was to explore the relationships between person-organization values congruence between high-school principals in California and their districts, the socialization opportunities available in those districts, and the organizational commitment of the high-school principals. In the vast majority of work done on organizational commitment in education, the focus has been on the school site and the subjects have been teachers. In contrast, this research explored the relationship between values congruency and organizational commitment at the district level. This study focused on the organizational commitment of California high-school principals to their districts. This focus reflects the role of the district in establishing policy, providing strategic leadership, and hiring and evaluating school principals.

The study consisted of a survey that measured the values congruence between principals and their districts, the socialization strategies they experienced as new principals; and their organizational commitment. The survey consisted of four sections and was compiled using the following instruments: the Salient Beliefs Review developed by Bloch (1999a, 2003),¹ the Affective, Continuance, and Normative Commitment Scales developed by Meyer and Allen (1997); a 10-item scale measuring socialization tactics, and a final section collecting demographic information. The final survey consisted of a 60-item questionnaire that collected information addressing the study's eight research questions.

Summary and Discussion of the Findings

The first research question in the study focused on the degrees of congruence of the beliefs and behaviors among high-school principals and their perceptions of the policies and practices of school districts in which they served. Degrees of congruence were explored for the following four paired levels: individual behaviors of the principals with perceived policies of the districts (*behaviors and policies*); individual beliefs of the principals with perceived policies of the districts (*beliefs and policies*); individual behaviors of the principals with the perceived practices of the districts (*behaviors and practices*); and the individual beliefs of the principals with the perceived practices of the district (*beliefs and practices*). For the purposes of this study, the beliefs and behaviors of the principals who participated in the study represented individual values and the perceived policies and practices of the district represented organizational values.

Values have been identified as an important component of organizational culture that defines the strategies, goals, and philosophies that govern the actions of organizations (Liedtka, 1998; Schein, 1985; Schwartz, 1994). Likewise, the values that an individual possesses will govern the actions that she or he will take (Kamakura, 1992; Kluckhohn, 1962; Rokeach, 1979; Schwartz, 1994). When individual values are studied in the context of organizations, positive work outcomes such as reduced turnover, job satisfaction and commitment are shown to be related to the values congruence between the individual and the organization thus stressing the importance of this relationship (Jaffe, 1998; Kristof, 1996; Meglino and Ravlin, 1998). According to Reyes' model of commitment (Shin and Reyes, 1991), the strength of the congruence between individual values (beliefs and behaviors) and organizational values (policies

and practices) will determine the strength of the initial person-organizational fit. It is also known from Meglino and Ravlin (1998) that, "value congruence can affect outcomes by clarifying communications, removing ambiguity and conflict, and otherwise enhancing interactions." (p. 13)

The findings in this study demonstrated that there was a relatively high degree of values congruence in the four paired levels studied. Since person-organizational fit is most frequently operationalized as the congruence between values (person-organization values congruence), these findings demonstrate that there was a high degree of person-organization fit between the principals and their districts. Based on Reyes' model of organizational commitment (Shin & Reyes, 1991), this high degree of values congruence serves as one of the components in the determination of the organizational commitment of the principals. Since there is a high degree of values congruence between the principals and the districts in which they serve, one would expect a relatively strong sense of commitment. The relationship between the values congruence and commitment of the principals will be discussed under Research Question Four.

The findings for values congruence also demonstrate that the congruence between paired levels is strongest for the perceived policies of the district with both the beliefs and behaviors of the principals. The principals in the study showed more of an agreement between their own beliefs and behaviors with their perceptions of the policies of the districts in which they served rather than with the actual practices of those districts. One can conclude that the connection between a principal and his or her district is strongest when there is agreement or congruence between the principal's

values and the stated values of the district rather than the actions taken by the district which may or may not align with its stated values. According to the attraction-selection-attrition framework, the organizational goals and the supporting structures, processes, and culture that emerge will determine the kinds of individuals who are attracted to, selected by, and stay with the organization. The attraction-selection-attrition framework supports the concept that individuals initially are attracted to an organization because of a perceived person-organization fit. Many times, this perception is based on the written policies and those policies presented during the hiring process. Likewise, the organization selects the individual because of a similar reciprocal perception. Based on these findings, principals are initially attracted to their districts because of their perceptions of the districts' espoused values and this attraction results in a high degree of person-organization values congruence.

The second research question focused on the level of commitment of the high-school principals to their school districts as organizations and assessed the three dimensions of commitment identified by Allen and Meyer (1990, 1996, 1997): affective, continuance, and normative. According to Meyer and Allen (1997), organizational commitment is multidimensional and includes three components: affective, continuance, and normative commitment. Affective commitment reflects the emotional attachment to and identification with the values of the organization. Continuance commitment reflects the perceived sacrifices associated with leaving the organization, and normative commitment reflects the sense of obligation or moral responsibility an employee feels to continue with the organization. Organizational commitment is defined by Reyes (1990a) as "a positive, affective bond between individual and organization with associated

intentions to exert effort and stay with the organization” (p. 144). This commitment is a psychological identification of the individual with the organization’s goals and values and the intention to remain with the organization and be involved beyond simply fulfilling job tasks.

Using Reyes’ model and the strong person-organizational values congruence found between the principals and their districts, one would expect that the principals would exhibit a relatively strong sense of commitment. The findings showed that this was, in fact, true. Affective commitment was the strongest of the three dimensions. Since affective commitment is based on an identification with the values of the organization, it follows that the strong sense of commitment felt by the principals was derived from an emotional attachment based on shared values. This conclusion is supported by the high degree of congruence between the values of the districts and the values of the principals as discussed under Research Question One. Normative commitment also was relatively strong among the principals indicating their sense of obligation to remain in the district. This sense of obligation could be attributed to their identification with the mission of the district and their role in carrying out that mission. The principals did not feel a strong sense of commitment based on the personal consequences of leaving the district (continuance commitment). This particular finding for continuance commitment may be an artifact of the state retirement system for public school administrators. Public high-school principals in California are members of the State Teachers Retirement System (STRS). As members of STRS, principals who change districts carry their retirement with them and, therefore, are not financially penalized for leaving.

Overall, the principals in the study exhibited high levels of commitment based on shared values with the district and a strong sense of moral obligation. These findings correspond to the high degree of values congruence found between the principals and their districts; however, if these factors were to change, the principals in the study did not exhibit a strong sense of commitment to stay in their districts simply because of the financial consequences of leaving. In other words, values congruence played a stronger role than extrinsic factors, such as salary and benefits, in the commitment of these principals. This is in contrast to Reyes' model of commitment that suggests that extrinsic rewards provided by the organization such as pay and benefits will have a positive effect on the work commitment of individuals.

The third research question addressed the types of socialization tactics or training strategies experienced by the principals. Socialization refers to the introductory processes and learning experiences that an individual undergoes in order to learn the beliefs, values, behaviors, and skills necessary to become an effective member of an organization. During socialization, individuals learn through both formal and informal means the behavior that is appropriate in the organizational environment. This socialization usually occurs during the initial phase of entry into the organization and "ensures the continuity of central values and norms, providing new employees with a framework for responding to events in their work environment and coordinating with other employees" (Cable, 2001, p. 1).

Jones (1996) developed a classification of socialization tactics based on the work of Van Maanen and Schein (1979). Jones classified socialization tactics into two types: institutionalized and individualized. He defined these classifications in terms of context,

content, and social aspects. In institutionalized socialization, the context in which the newcomers experience socialization reflects common or *collective* learning experiences that are intended to standardize their responses to work situations. The socialization tactics used are *formal* in that they are planned and presented in a context that occurs outside of the regular work environment. This creates a context in which there is uniformity regarding the definitions of situations and helps to ensure that there will be predictable, standardized responses to work situations. The context of individualized socialization reflects unique initiatory learning experiences that are *individual, informal* and happen on-the-job. Institutional socialization tactics provide social aspects for newcomers where there are role models present and members of the organization provide positive support that affirms the identification of newcomers with the organization. Individual socialization tactics do not provide role models for newcomers and require that newcomers develop their own roles and members of the organization provide negative social support that causes a lack of identification with the organization.

In this study, socialization was operationalized as the activities and relationships experienced by new principals that provided them with the job knowledge and role understanding necessary for successfully fulfilling the requirements of their jobs. Factor analysis revealed three categories of socialization strategies experienced by the principals in the study: formal programs, relationships, and trial and error. A comparison between Jones' definition of socialization and the factors identified in the study suggest that the two factors of formal programs and relationships may fall within Jones' definition of institutionalized socialization; however, it is not known whether or not the relationships that served as a source of socialization for the principals were

formalized and occurred outside the work day or occurred as routine interactions with colleagues on the job. Regardless of their context, these relationships provided a strong source of support for the principals and the findings suggest that the relationships that principals have with their colleagues played a stronger role in their socialization than any of the formal programs they participated in or by simply learning about their jobs through trial and error.

According to Reyes' model of commitment, the socialization experiences of the principals should play a significant role in their level of commitment. Although this relationship is discussed in more detail below, a preliminary review of the findings for socialization indicates that it is the relationships with other administrators in the district and the presence of formal training programs that assists principal with accepting the beliefs of the districts and adopting behaviors and attitudes that actually enhance the values congruence between the districts and the principals. It is not as effective a strategy when principals are left to simple trial and error to learn their jobs and develop a sense of connection with the district.

The fourth research question focused on the relationships between the following variables: (a) degrees of values congruence and organizational commitment; (b) degrees of values congruence and organizational socialization; and (c) organizational commitment and organizational socialization. As reflected in Reyes' model of organizational commitment (1990), the relationship between the variables of values congruence and socialization will affect the level of commitment that principals feel for their school district. This study used Reyes' model as a framework for understanding the relationship between principal-district values congruence, socialization, and the

organizational commitment of high-school principals in California. According to Reyes's model, the strength of the congruence between the values of the principal and the values of the district will determine the strength of the initial person-organization fit between the principal and the district. The socialization experiences of the principal have the potential to strengthen and enhance this fit leading to a stronger commitment to the district. It is through the interaction of these components that the principal develops the beliefs, behaviors, and attitudes that will determine the strength of his or her organizational commitment to the district.

Degrees of Values Congruence and Organizational Commitment

According to Reyes' model, when a principal first joins the district, there is an initial phase as the individual matches the values of the district with his or her own values. Both individual and organizational variables will contribute to the outcome of this initial phase. For the purposes of this study, this variables included the beliefs and behaviors of the principals and the policies and practices of the district. According to Reyes, "commitment is enhanced when employees accept the values and goals of the organization and integrate them into their own value and goals systems" (pp. 157-158). The initial interaction between the individual and organizational variables determines the extent to which there is a fit between the person and the organization, referred to as person-organization fit, and the extent to which the individual's values initially are compatible with the organization's values, referred to as person-organization values congruence.

The findings showed that for all four measures of congruence (beliefs and polices; beliefs and practices; behaviors and policies; and behaviors and practices), as

the degrees of congruence increased so did both the normative and affective commitment with the strongest correlation existing between the degrees of congruence and affective commitment. There was no significant correlation between degrees of congruence and continuance commitment. These findings suggest that principals who had a higher degree of values congruence with their districts also exhibited higher levels of commitment to the districts based on a stronger emotional attachment and identification with district values or a sense of obligation to remain in the district.

These findings support other research that demonstrated that when individual values were studied in the context of organizations, positive work outcomes such as reduced turnover, job satisfaction, and commitment are shown to be related to the values congruence between the individual and the organization thus stressing the importance of this relationship (Jaffe, 1998; Kristof, 1996; Meglino and Ravlin, 1998). Specifically, several other studies have shown that person-organization fit represented by person-organization values congruence is positively associated with organizational commitment (Chatman, 1989; Finnegan, 2000; Meglino et al., 1989; Vianen, 2000). These findings also support Reyes' theory that person-organization values congruence is a contributing component that affects the organizational commitment of principals to their districts.

Degrees of Values Congruence and Organizational Socialization

The other component in Reyes' model is the enhancement of the person-organization values congruence through the process of organizational socialization. In this component, the individual learns the values, norms, and required behaviors that allow his or her full participation as a member of the organization and abandons

attitudes, values, and behaviors that are not appropriate within the organization. During this phase, the individual develops a trust relationship with the organization accepting the beliefs of the organization as his or her own, adopting behaviors that the organization expects and supports, and developing attitudes that view the organization in an ever increasing positive light. When this model is applied to school administrators, there is a synthesis between the values of the school district and those of the individual.

For degrees of values congruence and organizational socialization, the correlations between degrees of values congruence and Formal Programs were significant for all paired comparisons suggesting that principals who participated in formal training programs had higher degrees of values congruence than those who did not; however, the correlations between degrees of congruence and Relationships were slightly stronger suggesting that principals who had acquired job knowledge through relationships with their colleagues had a stronger values congruence than those who had acquired their knowledge through formal programs. There was not a significant correlation between degrees of values congruence and those principals who had gained their job knowledge through trial and error methods. These findings are consistent with Reye's model in that the values congruency of principals who participated in socialization strategies was increased and those who gained their knowledge through trial and error was not.

Previous research done on socialization supports the finding that social interaction between employees and spending time with a mentor was positively associated with person-organization values congruence whereas formal training was not (Chatman, 1989). In several studies, a positive relationship was found between

socialization that allowed for spending time with colleagues and mentors and person-organization fit (Cable & Parsons, 2001; Chatman, 1989, 1991). Cables and Parsons (2001) found that "interactions with supportive organizational insiders help newcomers develop social networks and feel accepted in their new environment" (p. 11).

Organizational Commitment and Organizational Socialization

When the three dimensions of organizational commitment (affective, continuance, and normative) were analyzed in correlation with the three categories of socialization (Formal Programs, Relationships, and Trial and Error), significant relationships were found between the following pairs: affective commitment and formal programs; affective commitment and relationships; normative commitment and formal program; and normative commitment and relationships. No significant relationships were found between continuance commitment and the three categories of socialization. Likewise, there were no significant correlations found between the socialization category of Trial and Error and the three dimensions of commitment. These findings suggest that a principal who acquires his or her job knowledge through participating in formal training programs or through relationships with his or her colleagues is more likely to develop higher levels of commitment that are based on an emotional attachment to his or her district and an identification with its values (affective commitment) and a sense of obligation or moral responsibility to stay with the district (normative commitment) and that the organizational commitment of principals is not affected one way or the other if they are left on their own to discover an understanding of their jobs through trial and error. These findings also suggest that the dimension of

continuance commitment is independent of whether or not principals experience any type of socialization to acquire their job knowledge.

Demographic Characteristics

The fifth, sixth, seventh, and eighth research questions dealt with the relationship between the following specific demographic characteristics and the study variables: (a) gender (Research Question Five); (b) age (Research Question Six); (c) total years spent in the district (Research Question Seven); and (d) years spent in the current position as principal (Research Question Eight). The results from the study show that values congruence, commitment, and socialization experiences were not significantly correlated with the demographic characteristics of gender, age, and years that the principals have spent in their current positions. These overall findings are consistent with those of Posner (1992) who found that the demographic factors of age, gender, ethnicity, length of service or position in the company showed no significant differences in levels of values congruency.

The only demographic characteristic that demonstrated a significant relationship with any of the study variables was the total number of years a principal had spent in the district and this was limited to affective commitment, total commitment, and trial and error socialization experiences. In light of the fact that the length of time on the job would increase the opportunities to learn through trial and error, this last finding makes sense. These findings are also in line with the research done by Ostroff and Rothausen (1997) who found that when the construct of person-organization fit was applied to educational organizations, teachers with a longer tenure had a higher level of fit with their schools.

According to Reyes' model of commitment, individual variables such as age, gender, and experience should have contributed to the initial person-organization fit and either weakened or strengthened the resulting level of commitment (Reyes, 1990). The preliminary findings of this study indicate that these factors play less of a role than anticipated by the model. These finding also suggest that as a principal spends more time in his or her district, his or emotional attachment and identification with the values of the district increases. These findings suggest that over time, the relationships with other administrators becomes a stronger factor in the alignment of the values of the individual with the values of the district even though the types of socialization experiences did not vary significantly with the total time spent by principals in their districts.

Study Conclusions

The primary purpose of this study was to investigate the relationships between person-organization values congruence between high-school principals in California and their districts, the socialization opportunities available in those districts, and the organizational commitment of the high-school principals. Previous research and theory maintain that there is a positive relationship between values congruence and commitment and that appropriate socialization strategies can enhance this relationship and increase the level of commitment that individuals feel for their organizations. The research findings of this study support this approach to commitment and provide insights into how these individual constructs play out in high-school districts in California.

First, the present findings demonstrate that values congruence does play a significant role in the initial fit between principals and their districts. This fit is based on the principals' perceptions of the districts' policies and procedures and how well they match with their own. Because there appears to be a stronger relationship between the values of the principals and the stated policies of the district, one can assume that the clarity of the espoused values of the district will play a significant role in the degree of values congruence. The familiarity of principals with the values of the district may also be dependent upon the length of time spent in the district as this knowledge could be acquired over time. If we are to assume that a relationship exists between values congruence and commitment as demonstrated in this study, then the finding that there is an increase in commitment with the total length of time in the district supports that conclusion that values congruence may be acquired over time.

Second, the findings regarding the socialization strategies experienced by the principals clearly demonstrate that effective socialization is not necessarily the result of formal programs conducted outside of the school day. The relationships that principals have with their colleagues appear to play a stronger role in socialization than the presence of formal programs. As indicated in previous research, the provision of the opportunity for these mentoring relationships allows individuals to develop their values congruence and commitment to the organization. The findings also support the conclusion that job training and socialization that is left to trial and error is not an effective means to develop relationships between principals and their districts that enhance values congruence and promote organizational commitment.

Third, the moderately high levels of commitment among the high-school principals studied reinforce the important role it plays in the success of schools. The findings of this study demonstrated that, for a principal, this commitment is derived from an emotional attachment that is based on shared values. It is also important for school districts to realize that this commitment is independent of the age or gender of the individual and is less dependent upon extrinsic factors such as benefits and pay. Principals are committed to their districts because they identify with the values of the district and feel a moral obligation to stay and fulfill its mission. They are less concerned with the financial and career consequences of leaving.

Although the constructs of values congruence, organizational commitment, and organizational socialization are significant enough to study on their own, it is the relationship among these three constructs that provide an understanding of the role they play in organizations such as schools. According to Shin and Reyes (1991), "when individual and organizational values correlate with each other, a strong culture is formed. This strong culture then tends to generate high levels of organizational commitment and job satisfaction" (p. 19). This study demonstrates that the relationship among these three constructs is significant in high-school districts in California. There was a strong correlation between the degrees of values congruence and commitment. It can be concluded that if mechanisms and strategies are put in place to increase the values congruence between principals and their districts, this will positively affect their commitment. These strategies could occur during the hiring process to ensure a better initial person-organization fit or these strategies could be incorporated into the socialization process used by the district. Although formal training programs do provide

an opportunity to influence both values congruence and commitment, the most effective socialization strategies involve the provision of opportunities for new principals to learn from their colleagues.

In general, the findings from this study support the application of Reyes' model to the organizational commitment of high-school principals in California; however, a few differences do exist that can be explained by the research findings. In Reyes' model, the initial person-organization fit is determined by the initial values congruence between the principal and the district. It appears that in Reyes' model the assumption is made that the individual is new to the organization. In reality, the majority of principals in the study had spent considerable time in their districts despite the fact that many of them had been principals for less than five years. This may help to explain why extrinsic variables such as age, gender, and benefits did not play a key role in values congruence or commitment as proposed by the model. It would also explore the positive correlation between years in the district and affective commitment. By remaining in the district for a number of years before becoming a principal, the exposure that an aspiring principal has to the values of the district is increased significantly and allows for the gradual alignment of his or individual values with those of the district.

Reyes' model also concludes that the organization's environment, social relationships, and the potential for professional interaction with other members of the organization will have a positive effect on a person's commitment to the organization. This conclusion is borne out by the significant relationship between the socialization strategies involving relationships and affective commitment. One can conclude that it is through the relationships with colleagues that the beliefs, behaviors, and attitudes of the

principals are reinforced and result in an increase in both affective and total commitment.

Implications and Recommendations for Future Research

Although it can be concluded from the study findings that there is a significant relationship among the values congruence between high-school principals and their districts, the socialization opportunities available in those districts, and the organizational commitment of the high-school principals, the correlation does not demonstrate if there is a causal relationship among the constructs. Further research could help to establish the nature of the relationships between these constructs. The findings of this study are cross-sectional in nature and can only establish the values congruency and commitment of principals at a given point in time. Longitudinal studies would provide more in-depth information on how these constructs change over time and help determine whether or not a causal relationship exists.

The instruments in this research used provided quantitative data on values congruence, commitment, and socialization and provided preliminary information about the relationships between these variables. A more in-depth study using both quantitative and qualitative data would provide more detailed information on the effectiveness of specific socialization strategies experienced by individual principals and also help to identify situational factors that may influence the responsiveness of the principals.

Implications and Recommendations for School Districts

For the past decade, there has been a growing concern about how well our schools are being led. This concern is reflected in the proliferation of articles and books

on school leadership and school reform. Mandated programs at both the state and national levels are holding our schools and their principals accountable for the academic performance of their students. Consequences for not meeting these standards can and have resulted in the removal of principals at both the elementary and secondary level. Districts, which are ultimately responsible for the performance of the schools under their jurisdiction, must find ways to ensure that there is an alignment of values between what they believe to be important and what principals see as their mission.

In addition to the demands of increased accountability, there is a growing concern regarding the ability of districts to attract and retain high quality principals who are committed to the mission and goals of the district and have a commitment to stay. Because high-school districts are faced with fewer and fewer qualified candidates for more and more administrative positions (Educational Research Service, 1998,2000; Yerkes & Guaglianone, 1998), it is important to investigate the individual and organizational factors that may affect the organizational commitment of administrators. Values are enduring characteristics of individuals and play a key role in defining the culture of an organization (Schein, 1985). By studying the relationship between values congruence, organizational commitment, and socialization strategies, districts can gain information that will increase their ability to utilize appropriate strategies to help attract and retain qualified and effective principals. The findings of this study suggest that districts should focus on enhancing their ability to attract principals who share their values by effectively communicating these values during the hiring process. The findings also suggest that districts explore their policies and procedures for encouraging current staff members to consider the principalship as a career objective.

By increasing their understanding of the relationship between the individual administrator and the district as an organization, districts will be better able to identify and implement policies and practices that provide increased and more effective support for administrators. Information gained from this study stresses the importance of providing new and continuing principals with opportunities to interact and develop relationships with other administrators who can help them clarify the values, mission, and goals of the district. In addition, providing formal training programs emphasizing values will also enhance the development of values congruence between principals and their districts.

Implications and Recommendations for Educational Leadership Programs

In a recent report from Public Agenda (2001), attracting, training, and retaining school administrators were discussed as the most pressing issues in school leadership. In fact, the improvement of the quality of professional development opportunities for administrators was listed as second only to pay by school superintendents who were asked by Public Agenda to rate ideas to improve school leadership. Recent legislation in California also attempts to address the issue of training effective school leaders. Although there appears to be consensus regarding the need for training and support, a strong emphasis has been placed on training provided outside the district with little emphasis on how districts can support administrators from within. The findings of this study suggest that for training programs to be effective, they must be in some way connected to the values, mission, and goals of the districts in which the principals serve. Since relationships play such a strong role in the socialization of principals within a district, it would be reasonable to assume that an effective training strategy for

principals would be the provision of coaches who understand the specific values, mission, and goals of the districts to which they are assigned. If outside agencies are to provide this training, it would be critical to ensure that a great deal of thought and planning goes into the selection and assignment of coaches. The most effective strategy may be for districts to partner with outside agencies to train experienced principals to serve as coaches to new and aspiring principals.

Finally, in graduate programs for educational leadership, there is a need to address the role that district values play in effective school leadership. The emphasis for effective school leadership has been placed at the school-site level, and, indeed, this is where educational reform occurs; however, if school reforms are to be sustained over time, it must be done with the support of the district-office administration. There must be a clear link or connection between the values embraced at the school site and those reflected in the policies and practices of the district. This research will assist graduate schools of education in defining the role that the district office plays in supporting school-site administrators and will assist with the identification of program gaps that need to be addressed.

Final Reflections: Speaking to Superintendents and Principals

The relationship between the individual's value system and the value system of the organization can either serve as a source of connection or disconnection affecting the strength of the fit between the individual and the organization. The strength of the fit can, in turn, affect how a person feels about his or her job. According to Bloch (1999b), "career happiness can result from the sense of individual well-being that comes about through congruence among individual beliefs, individual behaviors, organizational

policies, and organizational practices" (p. 72). Those employees who are highly committed to the organization will experience a higher level of motivation to do well on the job. For organizations such as school districts to continue to remain vital and effective during times of change, they must have school leaders who share the values of the district, who are effective at what they do, and who are committed to remaining with the organization. The environment created by a school district for its administrators is critical to accomplishing this goal. Inclusive in that environment should be practices, both informal and formal, for communicating the values of the district, encouraging interaction between administrators to discuss those values, and providing the necessary resources to incorporate those values into the framework of the schools.

Likewise, principals should seek out opportunities both within and outside their districts to help them clarify their own values and to help them assess how well their values are connected to the values of their districts. By clarifying their own values, principals can gain a better understanding of what it is that will help them feel connected to the work they do. Since values congruence plays a more prominent role than extrinsic rewards, such as salaries and retirement benefits, in person-organization fit, then this self-awareness can also provide individuals with added insight when it comes to career planning. Principals will feel more connected and more committed to their careers if there is a match between their values and the values of their districts.

Just as important, principals need to seek out on a regular basis throughout their careers opportunities to connect with others within their districts including their peers, district-level administrators, and school site personnel. These interactions should include conversations that focus on developing and discovering a common set of values

that serve as a connection between groups of individuals, increases their commitment to the district's vision for its students, and empowers them to take action. These actions can then bring about the necessary changes to ensure that every student will succeed academically. In the words of the famous anthropologist Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

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Footnotes

¹The items from the copyrighted *Salient Beliefs Review: Individual well-being and organizational performance indicators (SBR)* were used with the permission of the author. The instrument has subsequently been published as Bloch, D. P. (2003) *Salient beliefs review: Connecting spirit and work*. Indianapolis, IN: JIST.

**Appendix A: Questionnaire for Person-Organization Value Congruence and the
Work Commitment of High-school Principals**

PERSON-ORGANIZATION VALUE CONGRUENCE AND THE WORK COMMITMENT

OF HIGH-SCHOOL PRINCIPALS

QUESTIONNAIRE

Beliefs					
How important is each of the following to you personally?					
Circle the number that best represents your beliefs, using a continuous scale of 1-5, where 1 indicates "of no importance" and 5 indicates "of great importance."					
		Of no Importance			Of great importance
1.	Being open to change in yourself and the world around you.	1	2	3	4 5
2.	Achieving balance among the activities in your life such as work, leisure, learning, and family relationships.	1	2	3	4 5
3.	Knowing that you always have enough energy to do whatever you want to do.	1	2	3	4 5
4.	Working as a member of a team or a community of workers.	1	2	3	4 5
5.	Believing that you are called to the work you do by your particular mix of talents, interests, and values.	1	2	3	4 5
6.	Working in a setting that harmonizes with your talents, interests, and values.	1	2	3	4 5
7.	Believing that the work you do has a purpose beyond earning money and in some way serves others.	1	2	3	4 5

Behaviors					
How well do you think you do each of the following compared to other working adults?					
Circle the number that best represents your assessment of your own performance using a continuous scale of 1-5, where 1 indicates "not at all well" AND 5 indicates "very well."					
		Not at all well			Very well
8.	I respond to the need for change.	1	2	3	4 5
9.	I balance my life activities such as work, leisure, learning, and family relationships.	1	2	3	4 5
10.	I can find or generate the energy to do whatever I choose to do.	1	2	3	4 5
11.	I participate as a member of a team or community of workers.	1	2	3	4 5
12.	I understand the particular mix of talents, interests, and values I can bring to work.	1	2	3	4 5
13.	I use my particular mix of talents, interests, and values in the work I do.	1	2	3	4 5
14.	I do work that has a purpose beyond money and, in some way, serves others.	1	2	3	4 5

Policies

School districts state their policies in materials such as student, parent, and employee handbooks, officially adopted board documents, mission statements, strategic plans, and other documents.

How important is each of the following as stated in your district's policies? *(If an item is not stated, you may consider it to be of no importance to your school district.)*

Mark the number that represents your understanding of your school district's policies, using a continuous scale of 1-5, where 1 indicates "of no importance" and 5 indicates "of great importance."

		Of no importance			Of great importance	
		1	2	3	4	5
15.	Employees are encouraged to be open to change in themselves and the world around them.					
16.	Employees are encouraged to achieve balance among the activities of their lives such as work, leisure, learning, and family relationships.					
17.	Employees are encouraged to find ways to tap into the many sources of personal energy.					
18.	Employees work closely with one another forming teams or communities of workers.					
19.	Employees are valued for the particular mix of talents, interests, and values each one brings to the job.					
20.	Employees work in settings that harmonize with their talents, interests, and values.					
21.	Employees know or learn that the work they do has a purpose beyond earning money and in some way serves others.					

Practices

The practices of school districts may or may not reflect their policies.

Based on your knowledge, how well does your school district carry out the following activities?

Circle the number that represents your assessment of your school district's performance using a continuous scale of 1-5 where 1 indicates "not at all well" and 5 indicates "very well."

		Not at all well			Very well	
		1	2	3	4	5
22.	Encouraging employees to be open to change.					
23.	Encouraging employees to balance the time they spend among the various activities of their lives such as work, leisure, learning, and family relationships.					
24.	Supporting the development and maintenance of personal energy.					
25.	Rewarding employees for working closely in teams and/or formal or informal communities of workers.					
26.	Helping employees understand the particular mix of talents, interests, and values that each one has.					
27.	Providing opportunities for each employee to utilize his or her particular mix of talents, interests, and values.					
28.	Rewarding and/or supporting outcomes of work other than those directed related to the "bottom line."					

Work-Related Attitudes

Listed below are a number of attitudes that people may have with regard to their work roles. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your attitude.

1 Very Strongly Disagree
2 Strongly Disagree
3 Disagree

4 Neutral
5 Agree

6 Strongly Agree
7 Very Strongly Agree

		Very Strongly Disagree	(Circle Only One)					Very Strongly Agree
29.	I would be very happy to spend the rest of my career in this school district.	1	2	3	4	5	6	7
30.	I really feel as if this district's problems are my own.	1	2	3	4	5	6	7
31.	I do not feel like "part of the family" in my district. (R)	1	2	3	4	5	6	7
32.	I do not feel emotionally attached to my school district. (R)	1	2	3	4	5	6	7
33.	This school district has a great deal of personal meaning for me.	1	2	3	4	5	6	7
34.	I do not feel a strong sense of belonging to my school district. (R)	1	2	3	4	5	6	7
35.	It would be really hard for me to leave my district right now, even if I wanted to.	1	2	3	4	5	6	7
36.	Too much of my life would be disrupted if I decided I wanted to leave my district right now.	1	2	3	4	5	6	7
37.	Right now, staying in my district is a matter of necessity as much as desire.	1	2	3	4	5	6	7
38.	I believe that I have too few options to consider leaving my district.	1	2	3	4	5	6	7
39.	One of the few negative consequences of leaving my school district would be the scarcity of available alternatives.	1	2	3	4	5	6	7
40.	One of the major reasons I continue to work for this district is that leaving would require considerable personal sacrifice; another district may not match the overall benefits I have here.	1	2	3	4	5	6	7
41.	I do not feel any obligation to remain with my current district. (R)	1	2	3	4	5	6	7
42.	Even if it were to my advantage, I do not feel it would be right to leave my district now.	1	2	3	4	5	6	7
43.	I would feel guilty if I left my district now.	1	2	3	4	5	6	7
44.	This district deserves my loyalty.	1	2	3	4	5	6	7
45.	I would not leave my district right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
46.	I owe a great deal to this district.	1	2	3	4	5	6	7

Job Preparation and Training

Listed below are a number of statements about the types of preparation and training you may have been involved in when you became a principal. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your job preparation or training.

1 Very Strongly Disagree
2 Strongly Disagree
3 Disagree

4 Neutral
5 Agree

6 Strongly Agree
7 Very Strongly Agree

		<div style="display: flex; justify-content: space-between; width: 100%;"> Very Strongly Disagree Very Strongly Agree </div> <div style="text-align: center;">(Circle Only One)</div>						
47.	As a new principal, I was extensively involved with other new administrators in common, job related training activities.	1	2	3	4	5	6	7
48.	Other new administrators have been instrumental in helping me to understand my job requirements.	1	2	3	4	5	6	7
49.	This district puts all new administrators through the same set of learning experiences.	1	2	3	4	5	6	7
50.	I have been through a set of training experiences which are specifically designed to give new administrators a thorough knowledge of job related skills.	1	2	3	4	5	6	7
51.	Much of my job knowledge has been acquired informally on a trial and error basis. (R)	1	2	3	4	5	6	7
52.	Experienced district administrators see advising or training new administrators as one of their main job responsibilities in this district.	1	2	3	4	5	6	7
53.	I am gaining a clear understanding of my role in this district from observing my senior colleagues.	1	2	3	4	5	6	7
54.	I have received little guidance from experienced administrators as to how I should perform my job. (R)	1	2	3	4	5	6	7
55.	I have little or no access to people who have previously performed my role in this district. (R)	1	2	3	4	5	6	7
56.	I have been generally left alone to discover what my role should be in this district. (R)	1	2	3	4	5	6	7

Background Information

Please check the one best answer to the following items.

57.	Sex:	_____ female	_____ male	
58.	Age:	_____ 25-34	_____ 35-44	_____ 45-54
				_____ 55-64
				_____ 65 or above
59.	For how many years have you been employed in your current district?			
	_____ less than 1	_____ 1-4	_____ 5-9	_____ 10-19
				_____ 20 or more
60.	For how many years have you been in your current position as principal?			
	_____ less than 1	_____ 1-4	_____ 5-9	_____ 10-19
				_____ 20 or more

Appendix B: Cover Letter for Questionnaire

Dear

My name is Jacqueline McEvoy and I am a doctoral student in the School of Education at the University of San Francisco. I am also the principal of San Mateo High School in San Mateo, California. I am doing a study on the values and practices of high school districts and their principals. I am interested in learning about the relationship between values and other work related components including organizational commitment and support practices for new principals.

You are being asked to participate in this research study because you are a principal in a California high-school district. I obtained your name from the California Department of Education. If you agree to be in this study, you will complete the attached survey that asks about your beliefs and practices, your district's beliefs and practices, your commitment to your job, and the training you received as a new principal. You may return the survey in the enclosed pre-addressed, pre-stamped envelope to me or you may complete the survey on-line by accessing the following web site:

It is possible that some of the questions on the survey may make you feel uncomfortable, but you are free to decline to answer any questions you do not wish to answer, or stop your participation at any time. Although you will not be asked to put your name on the survey, I will know that you were asked to participate in the research because I have sent you this letter and survey. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as possible. No individual identities will be used in a report or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files. Individual results will not be shared with your district.

While there may be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the role that values play in attracting and retaining qualified principals.

There will be no costs to you as a result of taking place in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me by calling (650)558-2300 or by e-mailing jmcevoy@smuhdsd.k12.ca.us. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with the protection of volunteers in research projects. You may reach the IRBPHS office by calling (415)422-6091 and leaving a voice mail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or withdraw from it at any point. Thank you for your attention. If you agree to participate, please complete the attached survey and return it to me in the enclosed pre-addressed, pre-stamped envelope or access the survey web site at:

Sincerely,

Jacqueline McEvoy
Graduate School of Education
University of San Francisco

Appendix C: Application and Approval

USF Institutional Review Board for the Protection of Humans Subjects

UNIVERSITY OF SAN FRANCISCO
Institutional Review Board for the
Protection of Human Subjects
(IRBPHS)

INITIAL APPLICATION

Name of Applicant	Jacqueline McEvoy
USF ID Number	571-88-6777
University Title	Doctoral Candidate
School or College	School of Education
Department or Group	Organization and Leadership
Home Address	3705 Kingridge Drive, San Mateo, CA 94403
Home Phone	(650) 345-4170
Work Phone	(650) 558-2300
E-mail Address	jmcevoy@smuhsd.k12.ca.us
Name of Other Investigators	None
Name of Faculty Advisor	Dr. Deborah Bloch
University Title	Professor
Campus Address	
Campus Phone	
E-mail Address	bloch@usfca.edu
Project Title	Person-Organization Values Congruence and Work Commitment of High-School Principals
Signature of Applicant	
Date	June 20, 2002
Signature of Advisor	
Date	June 20, 2002

PERSON-ORGANIZATION VALUES CONGRUENCE AND THE WORK COMMITMENT OF HIGH-SCHOOL PRINCIPALS

1. Background and Rationale

The purpose of the proposed study is to explore the relationship between person-organization values congruence, organizational commitment, and socialization tactics in high-school districts in California. The study will focus on the relationship between the high-school principal and the school district as an organization. Since the early 1990s, the role of the high school principal has become more complicated, more demanding, and more stressful. Principals are now required to go beyond dealing with actual management tasks and must have an expertise in curriculum and instruction, the ability to work constructively with all members of the school community, and must be able to resolve both short- and long-term educational issues facing their schools. Coupled with the increased demands of the job is the significant increase in the number of principals leaving the profession. These conditions have raised concerns about developing an understanding of what kinds of strategies can assist school districts with attracting and retaining qualified principals.

In order to address these concerns, the proposed study will target three areas: values congruence, organizational commitment, and socialization strategies. The results of recent research have shown that when there is congruence between the values of an organization and an individual, this congruence can be related to other work outcomes such as organizational commitment (Adkins, et al., 1996; Finnegan, 2000; Meglino, et al., 1989; Posner, 1992; Vianen, 2000), job satisfaction (Adkins, et al., 1996; Meglino, et al., 1989), and turnover (Adkins, et al., 1996; Vianen, 2000). In education, person-

organization fit between teachers and schools has been correlated with tenure (Ostroff & Rothausen, 1997), organizational commitment (Reyes & Keller, 1986; Reyes & Shin, 1995; Shaw & Reyes, 1992), and job satisfaction (Reyes & Keller, 1986; Reyes & Shin, 1995). In

2. Description of Sample

Included in the population to be studied are all high-school principals in California currently working in high-school districts that are composed of two or more comprehensive high schools. Excluded from the study are principals in unified school districts or high-school districts with a single high school. Although specific data is not available for high-school principals, the following data apply to all administrators in California during the 2000 - 2001 school year.

Female	56.3%	Male	43.3%	None Reported	.5%
Native American	.7%	Asian	3.0%	Pacific Islander	.2%
Filipino	.5%	Latino	12.9%	African American	7.9%
White	73.7%	No Response	1.2%		

Eligible high-school principals have been identified through the California Department of Education (CDE) public schools directory database. The database provides a list of high schools in California by type of district, the address of the school, and the name of the current principal. There are approximately 300 principals that meet the established criteria for participation in the study. Because surveys will be mailed to each qualifying high-school principal, no sampling will be done.

3. Recruitment Procedure

Data will be gathered from high-school principals in California using a mailed four-part survey questionnaire measuring levels of values congruence, organizational commitment, self-reported socialization experiences, and specific demographic components. Surveys will be mailed out in September, 2002, to all identified research participants in the population with a cover letter explaining the study and the methods for responding. Participants may complete and submit the survey using one of two response methods. Surveys may be completed by hand and returned to the researcher using an enclosed return envelope or surveys may be completed by accessing an online website where the survey can be completed and submitted electronically. A coding system will be used to track who has completed the survey both by mail and electronically. Three weeks later a follow-up postcard will be mailed to all non-respondents encouraging them to participate in the study. Two weeks later, a final phone call will be made to all remaining non-respondents to solicit their participation.

4. Subject Consent Process

The project involves a survey that will be distributed through the mail and collected through the mail or can be completed on-line by accessing a designated website. A copy of the Consent Cover Letter that will accompany the survey is attached.

5. Procedures

The subjects will complete a four page questionnaire consisting of 80 items. The survey may be completed by hand and mailed back to the researcher or the subjects may complete the survey on-line by accessing a designated website and submitting the

survey electronically. The survey will take approximately 10 minutes to complete.

Three weeks after the initial mailing, subjects will receive a follow-up postcard as a reminder to complete the survey. Two weeks later, subjects who have not returned the survey will receive a follow-up phone call. A copy of the survey is attached.

6. Potential Risks to Subjects

There are minimal risks to the subjects participating in the research. Since the survey takes 10 minutes to complete, subjects could become disinterested and frustrated. Subjects could experience a degree of emotional discomfort since the questions do involve reflection on personal values, beliefs, and practices.

7. Minimization of Potential Risk

The survey has been designed to take a minimal amount of time and subjects may discontinue participation at any time.

8. Potential Benefits to Subjects

Through participating in the study, subjects may experience a clarification of their own values and practices. Subjects may also become more aware of the relationship between their beliefs and values and the beliefs and values of the school districts for which they work. The results of the study may provide school districts and other educational institutions with information that will increase their ability to help attract and retain qualified and effective administrators.

9. Costs to Subjects

There is no monetary cost to the subjects for participation in the study. The survey will take approximately 10 minutes to complete and will involve a modest effort by the subjects.

10. Reimbursements/Compensation to Subjects

The subjects will not be compensated for their participation.

11. Confidentiality of Records

All data collected will be confidential. Returned surveys will be identified by number and not contain the name and/or address of the respondent. A master identification file will be created to link numbers to names to permit the later identification of unreturned surveys. This file will only be available for legitimate purposes associated with the administration of the survey and will be kept in a separate location from the surveys. All surveys returned by mail will be stored in a locked filing cabinet in the home office of the researcher. Electronically submitted surveys will be printed out and stored with the mailed surveys. Copies of the electronically submitted surveys will be secured in computer files accessible by password only. All data files compiled by the researcher also will be kept in secured computer files accessible by password only.

Institutional Review Board for the Protection of Human Subjects
Education Building-Room 023
Counseling Psychology Department
2130 Fulton Street
San Francisco, CA 94117-1070

July 16, 2002

Jacqueline McEvoy
3705 Kingridge Drive
San Mateo, CA 94402

Dear Jacqueline McEvoy:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF), which operates under the rules and regulations set forth by the Federal Office for Protection from Research Risks (OPRR) and the Department of Health and Human Services (DHHS) has reviewed your initial application for human subjects approval regarding your study, "Person-Organization Values Congruence and Work Commitment of High School Principals".

Your Initial Application has been approved by the committee (IRBPHS #02-044) Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still collecting data from human subjects, you must file a Renewal Application.
2. Any modifications to the research protocol or changes in instrumentation (e.g., changes in subject sample, wording of items, consent procedures, tasks required of subjects) must be proposed in a Modification Application, which must be approved prior to implementation of any changes.
3. Any adverse reactions or complications on the part of Human Subject must be reported (in writing) to the IRBPHS within ten (10) working days in the form of a Human Subjects Incident Report.

If you have any questions, please contact Steven Del Chiaro, IRBPHS Coordinator, at (415) 422-6091. On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson

Terence Patterson, EdD, ABPP
Chair, IRBPHS
USF School of Education, Room 023
Department of Counseling Psychology
2130 Fulton Street
San Francisco, CA., 94117

THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Person-Organization Values Congruence

And The Work Commitment Of High-School Principals

This study examined the relationships among the values congruence between high-school principals and their districts; the socialization strategies they experienced as new principals; and their organizational commitment. Values congruence was looked at as a function of fit between: (a) the beliefs and behaviors of the principals; and (b) the perceived policies and practices of the districts. The study was based on the theory that the strength of the congruence between the values of the principals and the values of the districts will determine the strength of the initial person-organization fit between the principals and the districts and that the subsequent socialization experiences of the principals have the potential to strengthen and enhance this fit leading to a stronger commitment to the district. A total of 132 high school principals in California completed the 60-item survey questionnaire which consisted of four sections: the Salient Beliefs Review, used to measure values congruence; the Affective, Continuance, and Normative Commitment Scales, used to measure the organizational commitment of the principals, a 10-item scale measuring socialization tactics; and a final brief section designed to collect demographic information. Data were analyzed using descriptive statistics and Pearson product moment correlation coefficients. The study resulted in the following findings: (a) the principals exhibited moderately

high degrees of values congruence and had a moderately strong sense of commitment to their districts; (b) higher degrees of values congruence between principals and their districts were significantly correlated with higher participation in socialization strategies that included the opportunity to interact with colleagues and formal training programs; (c) the commitment of the principals was significantly correlated with higher degrees of values congruence as well as socialization strategies that included formal programs and relationships with colleagues; and (d) the demographic characteristics of age, gender, and years in the current position did not play a significant role in the degrees of values congruence, organizational commitment, or the socialization strategies experienced by the principals. This study supports the conclusion that the high level of commitment demonstrated by the principals is based on the congruence of values between the principals and their districts and that this congruence is reinforced and supported primarily by the relationships that the principals have with their colleagues and that formal programs play a strong but secondary role in the socialization of the principals. The study also supports the conclusion that values congruence plays a stronger role in the commitment of principals than extrinsic factors such as salary and benefits and this commitment is independent of the age or gender of the individual.


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