

Measuring School Culture in Higher Education: A Multi-Method Approach

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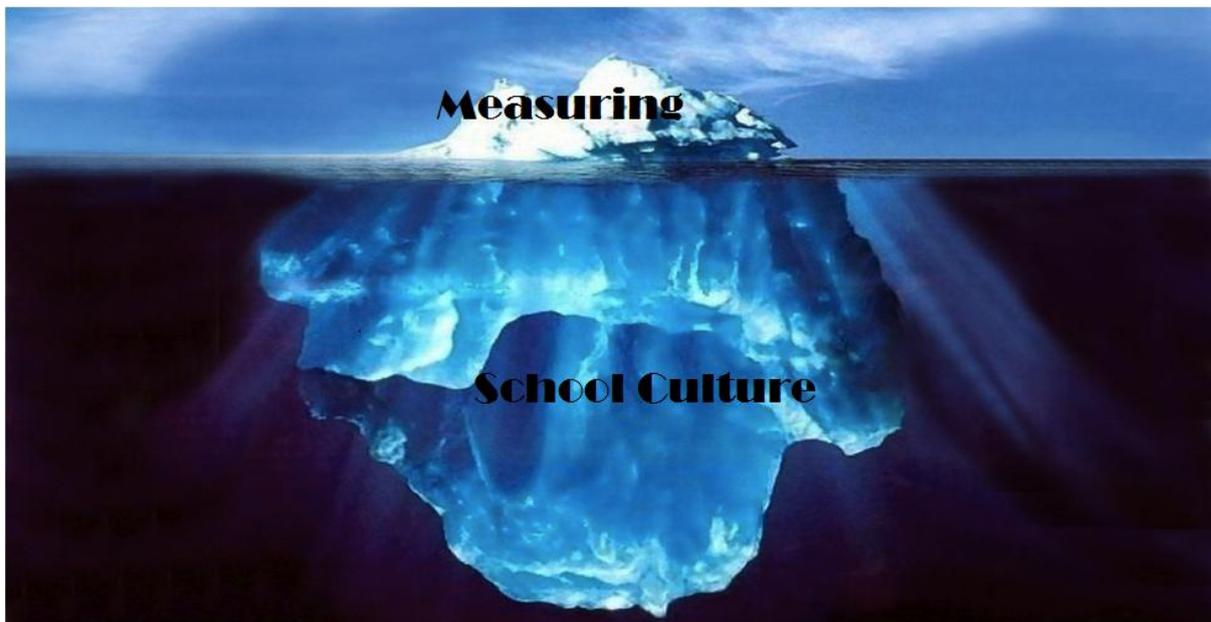


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Preface

All good things are worth waiting for!

Was lange währt, wird endlich gut!

Goedkoop is duurkoop! Op de lange duur komt alles goed!

Tout vient à point à qui sait attendre!

¿Cuál es la pena esperar!

With great pleasure, but also with quite some sweating, I carried out this research. To tip deep into the very entities of our constantly, but slowly shaping wholly good we have: Culture!

Culture fascinates me. We as human beings take things as they are for granted, yet often we are not conscious about why we take things as they are. Originally, I wanted to perform this research at a Dutch retailer. Now, I am quite happy that I did not! Instead, especially culture in schools, where different cultures come together in the classroom and where all students have to conform to the same rules and norms of the school irrespective of their cultural, national and ethnic background, is an interesting theme to me.

With this research I tried to measure particular dimensions among students and moreover to intervene! I hope that students who took part in this study or only heard about it, think what it means to be able sitting in school. During my study, I got the strange feeling that students often do not behave responsibly, let alone enthusiastic, about studying. Often, I got the feeling that students are somehow annoyed by studying, yet, many students seem to (consciously?) choose their study (or not?) and that they could easily switch to become f.e. a normal production employee. With this research I attempt to trigger students to think about such issues. Students should be glad to be able to study in such a modern society, and got provided with all the necessary resources and supervision to become able workers in their field and moreover: good world citizens! Do not get me wrong. I do not say that every student is lazy or not willing to study, however I wanted to understand and test this strange feeling I got during studying and to an extend I did!

In my view, for schools management staff it is inevitable to concern cultural issues when one wants to improve the schools functioning. Moreover it is a great opportunity to shape the very day-to-day interactions between all stakeholders in the school, by that enhancing the quality of relationships between them and thus also the functioning of the school. I strongly believe that cultural measures serve as a decent tool to not only improve the quality of day-to-day

interactions, but also the schools performance. Making students conscious about their choice is a good beginning in my view! What do you think?

I want to thank a lot of people who made this research possible.

First of all, thanks to the management of Saxion Hogeschool, Monique Stam en Bert Wildering for making this research possible. Moreover, thanks to Matthijs van Veen who made the connection between me and Saxion and who served as an interviewee in the pre research. Thanks also to Wilco Boonestroo who also served as an interviewee and gave me valuable feedback. Thanks to the teachers Nora van der Meulen, Dick Sweitser, Melanie Ekkelkamp, Frans Eijkelhof, Geraard Mensing, Jeroen Neuvel, Anke Bastiaansen en Marielle van der Salm for participating in the interviews. Thanks to all teachers of Saxion which took part in the pilot study and disseminated the questionnaires among students. In this respect a special thanks to Maarten Kruimelaar, who took over the dissemination of questionnaires among docents and moreover gave me some good feedback points on how to enhance the quality of the questionnaire.

Thanks to my supervisor Henk Boer. He supervised me, gave feedback and helped me to carry out this research and to bring it on paper as it is right now. Moreover thanks to Marcel Pieterse which served as a valuable second supervisor.

Thanks to my brother Felix Ney, who helped me with the somehow dumb, but necessary work to put the immense amount of data into SPSS. A very special thanks goes out to my beloved wife Catharina Nickel, which often gave me content-related feedback on my work and which is by my side at all time!

AND FINALLY THANX TO ALL STUDENTS WHICH RELIABLY ANSWERED THE SOMEHOW INFASIVE AND SENSIBEL QUESTIONS!

Best regards,

Boris Ney

13.06.2013

Abstract

This study aims to define and measure dimensions of the broad concept of school culture. Three studies have been conducted in order to approach this endeavor. Experienced teachers were interviewed investigating the questions what reliability, commitment, responsibility and enthusiasm mean to them. Moreover, the teachers were pleased to identify typical student behavior which mirrors reliability, commitment, responsibility and enthusiasm. Based on the results of the interviews, items were generated which were related to reliability, commitment, responsibility and enthusiasm. These items served as input to the second study, the pilot study. This study was carried out among students in the Netherlands. After factor loadings of the items were examined, items for the final questionnaire were selected following strict criteria. Ten scales were crafted measuring levels of intrinsic motivation, honesty, effort, commitment, demand, responsibility, proactive attitude, enthusiasm, pleasure and challenge of students. The final questionnaire was disseminated among 317 students in the Netherlands. Analysis of the data revealed that the ten scales are internally reliable measuring various levels of cultural dimensions in schools among students. Moreover, it was examined whether various demographic variables have influence on the scores of the ten different student school culture scales. Various findings with mixed results are reported. Correlations between the student school culture scales were examined and a Varimax Rotation Analysis was carried out in order to test how the scales relate to one another. A discussion on the topic, summarizing the most important findings and indicating suggestions for further scientific research in the field follows. Conclusively, limitations of the study are provided and advice to schools management staff on how to steer culture within schools is given.

Introduction

Schools nowadays, are expected to provide more extensive services than they ever needed in the past (Thomson & Sanders, 2010; Thomson, 2007; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik & Elias, 2003). Among other reasons, increasing political, economic and social pressure have as a consequence that schools are expected to not only develop academic performance, but also to increase their social and emotional skills in order to develop full members of society which are successful in their lives (Thomson, 2007; Greenberg et al., 2003). Moreover, globalization, migration and mobility of people is increasing significantly, especially in developed countries. As a consequence, students from various ethnic backgrounds come together in the class room, which the school needs to serve. Thus, students do not only differ in their level of personal characteristics, such as motivation, enthusiasm, attitudes, responsibility etc., but also in their cultural origin. Classroom constellations most likely will increasingly become much more diverse (Brown, 2004). Students, coming from different cultures will differ in their values, norms and beliefs and will also differ in the absorption and/or internalization of such values (Hofstede, 1985). Additionally, students differ in their levels of social, emotional, cognitive and behavioral competencies (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). This clearly influences how students act and perceive schools.

As noted by Stoll, Bolam, McMahon, Wallace and Thomas (2006), this heterogeneous social mix of students also influences the schools functioning, because of unique peer group processes i.e. how they treat each other and act as a group. This functioning of the school will determine the successfulness of the school to a great extent. This can be described in terms of academic achievement of students and accompanying development into responsible and enthusiastic, motivated world citizens (Thomson, 2007). However, as opposed to earlier rather homogeneous classroom constellations (Greenberg et al., 2003), increasing heterogeneity within classrooms is rather the norm in developed countries nowadays, which affects the schools functioning and as above argumentation makes clear, its successfulness.

Adequately serving this heterogeneous group of students has been described as the key challenge for schools in the 21st century (Durlak et al., 2011; Thomson, 2007). The ongoing political pressure on schools to deliver highly educated students led to a “bloated” curriculum (Brown, 2004). Students need to learn much more within the same time span than some decades ago. Concurrently, schools are left with limited resources making teaching an increasingly complicated task. Therefore, Brown (2004) suggests that schools need to focus

on delivering only the basic information students need. At the same time students need to develop skills to integrate such information within their existing mind set in order to understand and make sense of the to-be-learned material. But how should schools approach this challenge and which measures are most fruitful in order to boost schools successfulness?

Before coming to this question, it is important to first define the concept of culture in general terms in order to reach consensus about what culture entails. This is necessary as one needs to understand and “grasp” the concept of (school) culture in order to understand the underlying mechanisms under which the school is functioning and thus determine its success (Brown, 2004).

The paper is structured as follows. First culture is described conceptually on a broad basis. Then the focus will shift towards what school culture specifically entails and how it relates to the different dimensions of the successfulness of schools. Next, the research question will get formulated and an overview of the multi-method approach employed will get outlined, after which every study is described in detail. Results and conclusions are reported per study. Overall conclusions on the topic, including suggestions for future research are provided in the discussion. The paper closes with limitations of the study and advice to school’s management staff on how to steer culture with an emphasis on the findings reported in this paper.

Culture

Culture refers to common beliefs, values, attitudes and norms which are shared by a particular group (Brown, 2004; Schein, 2004). Further, culture is a term under a wide umbrella of particular influences on people’s behavior in groups, organizations and even nations. Thus, culture is deeply rooted in the relationships between people in a group (Brown, 2004). Higgins-D’Alessandro and Sath (1998) have noted, that cultures are dynamic and negotiated processes. Schein (2004), one of the gurus in cultural, organizational and leadership research, adds, that, although culture is a dynamic phenomenon, for a culture to exist there needs to be some sort of stability, as members of a particular culture intuitively agree upon several norms, values and beliefs they share at least during some time. Accordingly, cultures can only be successful if people within the culture share a common vision, which is first set by a leader. In Schein’s terms, leadership is a concept which cannot be departed from culture, as there needs to be somebody who is the first who formulates the vision others may follow (Schein, 2004). Therefore, culture and leadership seem to be intertwined. However, Schein notes that complex group processes result in a particular

culture, which is only partly influenced by leadership behavior. Thus, if a group's survival is at stake, leaders need to realize and take measures to do something about it in order to nurture further development of the culture.

Schein (2004) realizes the interaction between various cultures; a leader automatically imposes his/her cultural origin upon a group as s/he also belongs to a particular culture her/himself. Thus, culture, for example in an organization, may entail some sort of social control, which can be a measure (i.e. a particular vision set by someone, typically referred to as a leader), which aims at guiding a group's perception, thoughts and feelings in several ways (Schein, 2004).

Furthermore, culture is multilayered and multiple, because people have different cultural memberships within different cultures at the same time, making it difficult for leaders to anticipate (Thomson, 2007; Brown, 2004). Certainly, people need to internalize the cultural values, perceive them for granted and act accordingly in order to belong to the particular culture (Schein, 2004; Brown, 2004). Schein refers to assumptions rather than to values, because, in his view assumptions are taken for granted and are not to be negotiated, what is not true for values, as these can be discussed openly (Schein, 2004). He further argues, that one's these assumptions are set, there is some sort of a stable situation where these assumptions do apply and lead the group's behavior on a day-to-day basis (Schein, 2004). Violators of such assumptions are seen by the rest as strangers or foreigners. Although Schein states, that culture can be observed quickly by analyzing behavior of people within a group, one needs to go beyond behavioral measures as behaviors may get regulated by other forces than culture.

In a nutshell Schein defines culture as "[...] *a set of structures, routines, rules, and norms that guide and constrain behavior*" (Schein, 2004, p. 1).

Critics on Schein's Definition of Culture

Some critics concern the definition of key concepts by Schein (2004). Schein does not give a clear definition of what values (in his terms assumptions), beliefs and norms directly entail or mean concretely. In that sense, the definition, though somehow clarifying what culture means, still seems not to describe the full nature of the phenomenon.

In addition, Schein (2004) does not go into detail about what *shared* exactly implies in cultures. People may conclude that they belong to a particular culture, yet only share values partially. So the question remains whether a person who shares only part of the given value

set of a culture is really considered to belong to the culture. How many values does someone need to share to belong to a culture? Is there some threshold set by the culture or its leader? These questions arise and are not solved by Schein or by other researchers in the field. Rather such issues are widely omitted. Although these criticisms exist, in this paper the definition of culture provided in the previous paragraph by Schein will get adopted. Attention has been given to the broad concept of culture and a grasp on what culture entails is reached. The aim of this paper concerns the question on how to assess school culture. Therefore the focus will now shift to the concept of school culture.

School Culture and School Success

A huge body of research on school culture exists (Thomson & Sanders, 2010; Damen & Van Klaveren 2010; Harris, Cohen & Flaherty, 2008; Thomson, 2007; Stoll et al. 2006; Brown, 2004; Greenberg et al. 2003; Higgins-D'Alessandro & Sath, 1998). School culture has become one of the most important themes among scholars in the field, because of several reasons. First, it was shown that school culture is related to students discipline and achievement (Purkey, 1990). Secondly, school culture was found to be the argument for differentiating between good and bad schools (Higgins-D'Alessandro & Sath, 1998), implying that school culture relates to the reputation and successfulness of the school. Lastly, school culture was found to get influenced by educators and the management of schools (Purkey, 1990). This points to the fact, that school culture may be a valuable tool, which can be utilized by educators in order to establish a culture which suits to attain the schools purposes (Thomson, 2007). As stated in the introduction, the schools purposes nowadays concern not only to develop knowledgeable students, but also responsible, enthusiastic students, which are reliable and committed to the school and eventually become good world citizens and are successful in their lives.

Further, school culture is neither isolated nor inbound (Mc Laren, 1991), but rather embedded and influenced by other cultures. Quantz (1988) notes that static views of school culture were found to be invalid, because it fails to incorporate the chronologically and historically developed beliefs, values and conventions of groups within the culture. Rather, school cultures originate from negotiated and dynamic processes, resulting in a cohesive bond, which moves the school towards fulfilling its purposes and which is relatively stable over some time (Purkey, 1990).

Purkey (1990) has added, that every school culture is unique, because it bears a new combination of people. The accompanied unique interaction between them shapes the culture in a given point of time. Especially nowadays, the increasing heterogeneity in class rooms and the interaction among various ethnic backgrounds form and shape these unique cultures in schools. Consequently, school culture is much more than the sum of individuals' contribution and as noted in the introduction, it is a vital ingredient in the functioning of the school and thus the most important determinant for its successfulness. Purkey (1990) recognizes this aspect of school culture by describing it as performative. This means, that school culture entails commitment by the leaders (sometimes referred to as headteachers) of the school to particular goals that may help the school to realize to fulfill its purposes (Thomson & Sanders, 2010). Commitment of leaders is necessary, however responsibility is also an issue when these leaders strive to establish a strong school culture (Thomson, 2007). However, before implementing measures, schools leaders need to understand the unique school culture in order to anticipate on its dynamic processes. Only then, they will be more likely to be able to steer on cultural measures, what ideally leads to a strong school culture and eventually to an improvement of the successfulness of the school (Thomson, 2007).

Certainly, school culture seems to be a phenomenon "happening" in the heads of the schools' stakeholders. They perceive the culture of the school, which may influence their own attitude and the level of commitment towards the school (Brown, 2004). Thus, when communicating culture, via a particular mission, vision or a strategy, one needs to ensure, that all stakeholders in the school perceive what is attempted by the communicated mission, vision or strategy normally formulated by the schools leaders. Only then, students might want to engage with the teachers of the school and, moreover, in non-curricular activities, which according to Brown (2004) are crucial for the strength of a school culture and thus for its successfulness. Clearly assessing school culture and identifying stakeholders perception and internalization of culture, is not an easy task. If one wants to assess school culture, asking stakeholders about their perceptions and feelings about their school is inevitable.

In this respect, Higgins-D'Alessandro and Sath (1998) carried out a review of existing studies which made attempts to measure school culture. These studies seem to have particular characteristics in common. All of these studies concern the quality of relationships between teachers, students, school as an institution itself, its principal and rules in general. If members in a school culture behave reliable and responsible towards each other and if they are committed to the rules and norms of the school, the quality of relationships between all stakeholders is likely to be high and a strong or positive school culture is likely to exist

(Higgins-D'Alessandro & Sath, 1998). Moreover, other issues in all studies concern the extent to which students can influence the development of new rules and norms, the level of students autonomy within the school, classroom or within particular activities (Higgins-D'Alessandro & Sath, 1998). Thus, for a strong school culture to exist, it is necessary, that stakeholders in the school commit to the rules and norms of the school and behave reliable towards each other. For leaders of schools it is vital to trigger motivation for engagement and proactive participation of students (Thomson, 2007). Only then, students might become enthusiastic towards studying and the learning goals which are set by schools' leaders in general.

Consequently, these issues seem to lie at the heart of any school culture in question and should be the element to examine when defining and/or measuring cultural dimensions. As these elements seem to be of utmost importance to a school culture and as above outlined argumentation makes clear, also to the successfulness of schools, it is essential to understand these elements in detail. Yet, up to date no holistic methodological tool has been developed to approach the broad concept of school culture and the very entities which constitute and rear it. Only if one understands what constitutes school culture in detail and only if one is able to measure this concept in its specific entities, leaders of schools can effectively rear and steer the school's culture.

If schools want to improve in developing and delivering not only knowledgeable, but reliable, enthusiastic and responsible world citizens, it is inevitable to concern cultural issues (Thomson & Sanders, 2010; Thomson, 2007; Stoll et al. 2006). Schools may improve their successfulness by exerting certain kinds of leadership behavior (Higgins-D'Alessandro & Sath, 1998). This might be even more complicated than with other social institutions on a political and social basis, as students are no adults and schools are no businesses (Higgins-D'Alessandro & Sath, 1998). Therefore, the value of such communities (schools) should go beyond instrumental measures, such as the performance of students. Instead, the focus should lie on creating some sort of positive feeling to belong to the school, meaning that all stakeholders share particular commitment towards the purposes of the school and ideally behave reliable and responsible towards each other (Thomson, 2007; Stoll et al. 2006). At best, in strong school cultures, stakeholders are intrinsically motivated and enthusiastic in their day-to-day activities.

It has been shown, that attitudes of students may mutually influence each other and that this might lead to stronger attachment (commitment) to the school and even to higher academic performance (Brown, 2004). Consequently, instrumental and non-instrumental

measures are intertwined and interdependently related. The quality of the school as a community (i.e. the school culture) is related to the achievement and discipline of stakeholders within the school. Accordingly, for a school culture to get categorized as strong, it is vital, that stakeholders are destined to the purposes of the school. This might only get reached when stakeholders are committed, behave responsible and reliable towards each other. Therefore, schools leaders should strive to trigger motivation, enthusiasm and commitment in students and, additionally should develop students which take responsibility for their own achievements and failures.

If above named feelings are triggered within schools and it is anticipated on them by schools leaders, most probably a strong school culture will get established and the schools success will increase. However if one does not understand the school culture nor knows how to grasp this immense concept, leaders will most likely fail to set a new agenda, i.e. change or anticipate on the school culture. Consequently, schools leaders will also most likely be unable to improve the schools successfulness. Schools leaders often take arbitrary measures in order to enhance the schools functioning, despite of not understanding the school culture, its underlying mechanisms and dynamic processes (Thomson & Sanders, 2010). Obviously, this is not to be the most fruitful approach.

As above argumentation makes clear, one needs to understand the relatively stable, although successively changing mechanisms in a schools functioning, otherwise it is less likely to improve schools success on a sustainable basis. The aim of the research is to develop a tool which helps leaders to identify and assess such cultural dimensions among students in order to anticipate on them. If this understanding is reached, schools leaders might steer on cultural issues, such as commitment, responsibility, reliability and enthusiasm, which ideally lead to a strong school culture and eventually to enhanced school success.

Changing Culture within Schools

Changing culture within a school is not an easy task and unforeseen cultural developments, may occur, with some people stating that it might even be impossible to directly manipulate culture (Baker, 2005). Cultural change begins and ends at the individual level. A culture will not change, unless every individual in the organization (school) has changed (Schein, 2004). It is an ongoing complex process one needs to attend to and which needs to get shaped over time.

When one wants to understand, assess or improve school culture, it is inevitable to assess the very nature of students' cultural values within the school (Thomson, 2007). Moreover, as noted by Schein (2004) if one is trying to assess which values (in his terms assumptions) apply to a particular group, empirical research is inevitable.

Research Question

Up to date no holistic measurement tool for assessing school culture in higher education exists. Little is known on how to measure cultural dimensions in educational facilities in the Netherlands. No research has investigated the question how students score on the various cultural values and norms referred to in previous sections. Therefore, this study examines a particular set of important values empirically within a school in the Netherlands located in Enschede, and Deventer. Accordingly, the research question which this research tries to approach reads as follows:

Which norms and values are important in the Dutch school culture in higher educational facilities and how can you measure them?

Before describing the multi-method approach employed in this research in order to answer the research question, a case description of the Saxion University of Applied Sciences, where the study has been carried out, is provided next.

Case Description

Saxion University of Applied Sciences (Dutch: Saxion Hogeschool abbreviated SHS throughout the paper) is based in the east of the Netherlands with three campuses- Enschede, Deventer and recently, Apeldoorn. It is one of the largest higher educational institutions in the Netherlands, counting approximately 22.000 students (www.saxion.edu). In 1998, the Hogeschool Enschede and the Hogeschool IJsselmeer merged and SHS was established. It has since then been a centre of expertise on a regional, national and international level and is publicly funded. It offers a broad variety of courses and is monitored by the Dutch Ministry of Education, Culture and Science and is verified by international institutions (www.saxion.edu). This ensures the quality and relevance of the courses which are offered. Its educational system is divided in thirteen different schools, each having its own discipline. About 1200 employees work within the schools, of which 1000 employees are hired for administrative, IT and other supporting tasks. Current students come from various different

backgrounds and origins, counting no less than 55 different nationalities, with 2500 (roughly 10% of the total population) coming from countries such as Indonesia, Germany, UK and other countries (www.saxion.edu). Many full time educational programs are given in English with increasing tendencies. By that, SHS wants to further internationalize their programs. SHS further states to have a student focused educational approach not only fostering academic performance development, but also personal development.

SHS is striving for a strong school culture and destines itself to particular educational qualities. Although, SHS destines to have a strong culture, however, up to date school culture has never been measured by the management staff. The staff admittedly realizes that a strong culture is the way to superiority. However, the fact that no operationalization of culture has been developed, leaves the management staff with particular uncertainty whether a strong culture indeed exists among students and other stakeholders.

As previously stated, although a leader needs to set the new course for changing the cultural landscape and thus, the day-to-day interaction of all stakeholders, cultural change begins and ends at the individual level, which subsequently accumulates to the broader group cultural level. Consequently, if someone wants to improve school culture, first a way needs to be found on how to assess school culture. Moreover, one needs to define which cultural dimensions exist in schools. With the help of a case study, applying a multi-method approach this paper tries to find an answer to this increasingly important question not only for schools, but for societies as a whole.

As the scope of this paper is limited, because of limited resources, this paper focuses only on one discipline within SHS, namely the Academy of Management, Governance and Law (Dutch: Academy Bestuur en Recht; abbreviated MAL throughout the paper). MAL provides five different studies namely (1) Business Administration, (2) Public Management, (3) Rights, (4) Integral Safety Science and (5) Social Legal Services (www.saxion.nl/abr).

As previously noted, within school cultures, particular sub cultures are expected to exist, which is why the limited scope of this research can also be seen in a more positive way i.e. as a fine grained analysis suited to tip deeper into the very cultural dimensions within MAL, which shape interaction between students, teachers, supporting staff and the school itself on a day-to-day basis.

Overview of the Multi-Method Approach

A multi method approach was utilized in order to approach the research question. The method employed in this paper is structured around three studies.

The aim of the first study was to generate items which are suited to measure particular dimensions underlying the broad concept of school culture. The second study aimed at testing which dimensions were most likely measured by the generated items. The goal of the third study was to examine whether the findings in the second study are suited to measure school culture i.e. whether the scales developed are reliable and valid tools to measure different dimensions of school culture. Moreover, additional analysis were carried out, questioning the external validation of the measurements employed. All three studies are consecutively described in detail next.

Study 1-Qualitative Research among Teachers

It was explicitly chosen to examine teacher's and not student's understanding of the cultural dimensions in the first study for two reasons. First, teachers are familiar with students behavior and thus are experts in their field. Secondly, students rather have an individual picture of what cultural dimensions mean to them what is not applicable to docents vis-à-vis. Docents are assumed to have a more clear, structured and more holistic view on what constitutes school culture. With the help of interviews carried out among experienced teachers working at MAL, definitions and typical behavior of students concerning reliability, commitment, responsibility and enthusiasm got defined. A content analysis was utilized in order to generate items which were related to reliability, commitment, responsibility and enthusiasm. These items were the results of the first study and served as an input to the second study.

Method

Respondents

The respondents in the first study were seven teachers (four males) working at SHS at the academy of Management, Administration and Law (MAL). They were assigned by the manager of MAL and subsequently contacted by the researcher either via mail or mobile phone to plan an appointment for an interview. Average age was approximately 30 years. The average time respondents worked at SHS was eight years, with a minimum of five and a maximum of 15 years.

Materials

Development of Interview Guide. In their brochure "Met Recht de Beste", meaning "Fairly the Best", MAL's managers destine to several educational qualities and cultural values (see Appendix 1 for a full description of the MAL brochure or [click here](#)). Not all of the dimensions mentioned in the brochure seem to relate to the broad concept of school culture as defined in previous sections. Therefore, in collaboration with SHS management staff, several dimensions have been selected which are assumed to lie at the heart of every school culture, namely reliability, commitment, responsibility and enthusiasm. Enthusiasm is not explicitly named in the brochure, however was found to be of utmost importance when considering culture in schools and therefore included. Moreover it relates to the Dutch term

“bevlogenheid” which is difficult to translate into English, but is related to the concept of enthusiasm and/or might get described as having a particular positive flow towards something to accomplish.

Interview Guide. Based on the content in the brochure, a semi-structured interview guide with open questions concerning cultural dimensions was developed. It was divided into four concepts which concerned questions about students’ reliability, commitment, responsibility and enthusiasm. For every concept four questions were formulated.

In Table 1, a quick overview of the structure of the interview guide is provided. The first question for every concept, concerned the definition of the concept at hand (i.e. How would you describe reliability?). The second question aimed at identifying behaviors which in the understanding of the respondents mirror reliability, commitment, responsibility and enthusiasm of students (i.e. What would you describe as typical responsible behavior?).

Before the actual interviews were held, two test interviews with teachers from another academy of SHS were administered in order to evaluate whether the interview guide was suited. No adjustments have been made to the original interview guide which is provided in its entire length in Appendix 2.

Questions were open ended and the researcher posed additional questions either for clarity reasons or to stimulate respondents to elaborate on their answers. The researcher strictly followed the procedure of the interview guide (see Appendix 2).

Table 1

Overview of Interview Questions

Question 1	How would you describe reliability?
Question 2	What would you describe as typical reliable behavior?
Question 3	How would you describe commitment?
Question 4	What would you describe as typical committed behavior?
Question 5	How would you describe responsibility?
Question 6	What would you describe as typical responsible behavior?
Question 7	How would you describe enthusiasm?
Question 8	What would you describe as typical enthusiastic behavior?

Procedure

Interviews. Before every interview, the researcher gave a short introduction, stating the purpose of the study. After that, the researcher asked for permission to record the conversation. None of the respondents refused.

In the first question, respondents were invited to give a broad and general definition of the dimension. The second question for every dimension was posed. Respondents had to name typical behavior, which in their view reflects the particular dimension. In case the respondents were not able to give an answer to or struggled with the first question, the second question was posed.

The actual interviews were recorded, endured approximately one hour and were held at SHS, Enschede.

Note, that the aim of the first study was to exploratively identify items which measure various dimensions underlying the broad concept of school culture, rather than only generating items which measure reliability, commitment, responsibility and enthusiasm. Thus, the dimensions reliability, commitment, responsibility and enthusiasm were used to explore on the broad concept of school culture.

Data Analysis. The interviews were transcribed and content analyzed following the method of Krippendorff (2004).

The results of the first and second question were used to generate potential items suiting to measure reliability, commitment, responsibility and enthusiasm and other cultural dimensions related to these dimensions.

Results Study 1

For every concept, answers were more diverse for questions concerning typical behavior mirroring the dimension at hand (second question), than for questions concerning the conceptual description of the particular dimension (first question).

1. Findings Concerning Reliability

1.1. How would you describe reliability?

The answers of the teachers to this question were similar, however some variation was apparent as well. Five out of the seven respondents initially stated that reliability is *“To do as you say”*. *“Reliability concerns that I do what I say”* (teacher 1, teacher 6). *“Reliability is that you do as you say”* (teacher 2). *“Reliability is that you do the things you ought to do”* (teacher 4). Another respondent stated that *“Reliability is that you can trust someone, that s/he does as s/he says”* (teacher 3). Respondents seem to relate reliability to confirm to ones statements, i.e. confirm to expectations. In this respect one respondent stated that reliability is *“in how far someone is able to confirm to particular expectations”* (teacher 4). Another stated that *“Reliability is not that you promise something and in the end you are not able to do so”* (teacher 1).

Moreover, respondents seem to relate reliability to honesty, defraud and/or reciprocal trust. *“Honesty strongly relates to reliability”* (teacher 2). *“Fraud is unreliability”* (teacher 3). *“Reliability is that you trust each other”* (teacher 3).

Only one respondent gave the answer that reliability entails that *“one is abiding by agreements”* (teacher 6). The same respondent gave the answer that reliability relates to predictability in the sense, that one might trust that students will do as they say i.e. appear to appointments. *“Reliability is that you comply to agreements”* (teacher 6). One respondent was not able to give a broad definition of the dimension, but directly referred to student’s behavior. *“Reliability is when students comply to appointments”* (teacher 5).

In summary, the concept of reliability was described by the respondents as confirming to ones statements, relating to predictability. Moreover, reliability was identified as being related to honesty.

1. 2. What would you describe as typical reliable behavior?

Respondents referred to various, in their view typical reliable behavior. Three of the respondents agreed upon that being in time is not related to reliability. *“Being too late is no reliability”* (teacher 1, teacher 2). In this respect one respondent stated that *“Being in time is no reliability, but decency”* (teacher 5). However, some respondents stated that finishing individual and group work in time is related to reliability. *“Reliable behavior is when students confirm to deadlines”* (teacher 1). *“For me, reliable behavior is when students confirm to deadlines”* (teacher 7). *“Reliable behavior concerns, that students finish their homework in time”* (teacher 6).

Three of the respondents stated that plagiarism and hitchhiking in group assignments is related to unreliability. *“To “copy paste” is unreliable behavior”* (teacher 5). *“Reliable behavior is, that every student in a group has contributed to an assignment evenly”* (teacher 3). *“Honestly distributed group work is related to reliability”* (teacher 2). *“Reliable behavior is when the distribution of work in a group assignment is done decently”* (teacher 4).

Various other (un-)reliable behaviors were named such as: *“that students commit to rules”* (teacher 2), *“that students come to the lectures”* (teacher 7), *“that students deliver individual work”* (teacher 7), *“that students are active when learning”* (teacher 6) among many others.

Summarizing, teachers described reliability in terms of confirming to expectations, reciprocal trust, even contribution to group assignments and honest behavior among other related behaviors. Respondents explicitly stated that being too late in lectures is not related to reliable behavior. However, making homework and (group)assignments in time was described as reliable behavior.

According to the outcomes of the content analysis (input were the answers given by the respondents), 36 items were generated for the concept of reliability. These are listed below in Table 2.

Table 2

Generated Items for the Concept of Reliability

-
- B1. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.
 - B2. Ik probeer bij individueel werk of groepsopdrachten altijd de hoogste kwaliteit te realiseren.
 - B3. Vertrouwen is voor mij heel erg belangrijk.
 - B4. Ik ben heel erg gefocust op mijn studie.
 - B5. Ik ben niet echt serieus bezig met mijn studie.
 - B6. Ik ben zeer actief bezig met mijn studie.
 - B7. Ik ga helemaal voor mijn studie.
 - B8. Ik vind het belangrijk mijn leerontwikkeling te monitoren.
 - B9. Bij groepswork kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.
 - B10. Tegen groepsleden ben ik altijd eerlijk.
 - B11. Bij groepswork let ik op dat ik altijd voldoende bijdraag aan het eindresultaat.
 - B12. Ik weet niet goed wat plagiaat is.
 - B13. De dingen die ik zeg te doen, kom ik altijd na.
 - B14. Wat ik beloof, maak ik ook waar.
 - B15. Mijn werk is het resultaat van mijn individuele inzet.
 - B16. Als ik zeg iets te gaan doen in het kader van mijn studie, dan doe ik mijn best dat ook daadwerkelijk waar te maken.
 - B17. Ik lever opdrachten altijd op tijd in.
 - B18. Ik ben wel eens meegelift bij een groepsopdracht.
 - B19. Als ik een opdracht maak voor mijn studie kopieer en plak ik regelmatig teksten uit andere bronnen.
 - B20. Afkijken bij tentamens vind ik niet kunnen.
 - B21. Ik heb wel eens gefraudeerd bij een tentamen.
 - B22. Meestal bereid ik mij niet voor op een les.
 - B23. Ik lever bij opdrachten altijd teksten in, waarvan ik mijn deel altijd zelf heb geschreven.
 - B24. Ik maak opdrachten altijd op het laatste moment.
 - B25. Ik ben altijd eerlijk tegen de docenten.
 - B26. Als ik mijn huiswerk een keer niet maak, is er ook echt wat aan de hand met mij.
 - B27. Bij deadlines zorg ik ervoor dat de opdracht altijd ruim op tijd klaar is.
 - B28. Als ik niet bij een les kan zijn, dan meld ik mij af.
 - B29. Ik wil altijd meer dan "een zesje" halen.
 - B30. Ik maak wel eens gebruik van huiswerk dat door een ander is gemaakt.
 - B31. Als er vanuit Saxion iets sociaals georganiseerd wordt, vind ik het belangrijk dat men daar aanwezig is.
 - B32. Ik ben trots dat ik op de Saxion Hogeschool ben.
 - B33. Ik lever nooit meer inspanning dan wat van mij verwacht wordt.
 - B35. Mee doen in de les vind ik belangrijk.
 - B36. Ik vind het belangrijk een vak niet alleen te halen maar ook de stof te verinnerlijken.
-

2. Findings Concerning Commitment

2. 1. How would you describe commitment?

Three respondents related commitment to a sense of belongingness. “*Commitment is a feeling that you belong somewhere, that you are one part of the whole*” (teacher 2).

“*Commitment is when you feel a sense of belongingness*” (teacher 5). “*Commitment is when you feel attached*” (teacher 7).

Respondent 1 stated that “*commitment is when you feel responsible for the success of the whole academy*”. Respondent 3 answered that commitment means “*that you [teachers] are there in case students face problems [...] it is something that is nested inside of you*”.

Respondent 4 stated that commitment means “*that you have affinity, either with a person or a particular theme*”. Respondent 5 stated that commitment is “*when you are willing to contribute to particular improvements*”. Moreover, respondent 5 stated that commitment is “*something social [...] for example when you talk proudly about SHS on your birthday*”.

In summary, respondents described the concept of commitment in terms of having a sense of belongingness, as a positive feeling that is nested inside oneself and as some sort of an affinity one has towards something.

2. 2. What would you describe as typical committed behavior?

Five out of the seven respondents describe committed behavior as not only being present at lectures, but actively participating during lectures and the will to internalize knowledge.

“*Committed behavior is when students become conversational partners of the teachers and other students*” (teacher 7). “*Commitment relates to being attentive during lectures*” (teacher 5). “*Committed behavior is when a student asks a question concerning issues unsolved in the previous lecture*” (teacher 4). “*Commitment refers to having some sort of interest towards the to-be-learned material*” (teacher 3). “*Commitment refers to being attentive during lectures, but not only to be present*” (teacher 1).

Furthermore, five of the respondents stated that typical committed behavior is related to doing more than what is expected and/or to exert a particular drive towards learning.

“*Committed behavior is when you exert more work than is initially expected*” (teacher 1). “*Committed students exert some special sort of drive*” (teacher 2). “*Committed behavior is when students themselves engage in deepening their knowledge about a particular theme*” (teacher 4). “*Committed behavior is when students do some additional work*” (teacher 5). “*Commitment is when you not only want to accomplish an exam, but when you strive to internalize the material*” (teacher 7).

Other related and unrelated behaviors were named by the respondents of which some are reported here. “*Commitment concerns exertion of some sort of interest*” (teacher 3).

“*Commitment refers to being lucky with a lecture*” (teacher 7). “*Committed behavior is when finished students are willing to share their experiences with younger students*” (teacher 2).

“*Commitment refers to self initiation*” (teacher 1).

In summary commitment referred to proactive participation, willingness to learn, sense of belongingness among other related behaviors.

According to the outcomes of the content analysis (input were the answers given by the respondents), 41 items were generated for the concept of commitment. These are listed below in Table 3.

Table 3

Generated Items for the Concept of Commitment

-
- T1. Ik steek veel moeite in opdrachten
 - T2. Ik steek veel moeite in mijn huiswerk
 - T3. Ik ben gedreven in mijn studie.
 - T4. Ik stop veel energie in mijn studie.
 - T5. Ik ben gemotiveerd in mijn studie.
 - T6. Ik word gestimuleerd door mijn studie.
 - T7. Ik probeer altijd actief mee te doen in de les.
 - T8. Eigen initiatief vind ik belangrijk in mijn studie.
 - T9. Ik voel me betrokken bij mijn opleiding.
 - T10. Ik voel me betrokken bij Saxion.
 - T11. Ik voel me aangesloten bij Saxion.
 - T12. Ik voel mij een Saxioner.
 - T13. Ik vind het leuk om mij voor te bereiden voor een les.
 - T14. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.
 - T15. Als ik vragen heb, dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.
 - T16. De docent moet mij iets bieden.
 - T17. Als ik het inhoudelijk niet met de docent eens ben, dan durf ik mijn nek uit te steken.
 - T18. Ik heb een interne drive mijn studie af te maken.
 - T19. In lessen denk ik altijd mee.
 - T20. Als ik een opdracht doe, probeer ik een stapje extra te doen.
 - T21. Ik doe af en toe wel meer werk dan nodig is.
 - T22. In mijn studie ga ik mijn eigen weg.
 - T23. Ik stimuleer mijn mede studenten.
 - T24. Ik wil bijdragen aan de onderwijskwaliteit.
 - T25. Ik weet wat er in het beroepsveld van mijn opleiding speelt.
 - T26. Ik ken het beroepsveld van mijn opleiding.
 - T27. Als de opleiding iets extra's van mij vraagt, werk ik graag mee.
 - T28. Ik doe mee aan evaluatie onderzoeken.
 - T29. Ik heb interesse om een uitje met de opleiding te organiseren.
 - T30. Ik monitor de voortgang van mijn studie.
 - T31. Ik zoek actief contact met docenten.
 - T32. Ik lees wel eens extra artikelen die bij mijn studie aansluiten, maar wat geen officieel leermateriaal is.
 - T33. Ik spreek de docent aan op dingen die in de praktijk gebeuren.
 - T34. Ik denk er graag over na, hoe men de opleiding kan verbeteren.
 - T35. Ik verplaats me af en toe in de rol van een docent.
 - T36. Als ik afgestudeerd ben, wil ik wel eens mijn werk uit leggen aan studenten uit het eerste jaar.
 - T37. Ik evalueer zelf regelmatig wat ik heb geleerd.
 - T38. Ik ben geïnteresseerd in mijn domein.
 - T39. Ik heb affiniteit met mijn studie.
 - T40. Ik stel nog wel eens een vraag als mij iets uit de vorige les niet duidelijk is.
 - T41. Ik vind de onderwerpen in mijn studie interessant.
-

3. Findings Concerning Responsibility

3.1. How would you describe responsibility?

Five out of seven respondents stated that responsibility concerns to be accountable for your actions, what additionally relates to being independent of others. “*Responsibility is to take self initiative [...] if you take actions in order to contribute*” (teacher 1). “*Responsibility concerns to be receptive for critique and compliments*” (teacher 2). “*Responsibility means that you are able to state why you did something*” (teacher 3).

Other respondents reported that responsibility relates to the fact that someone is independent of others. “*Responsibility means that you are able to take the lead in your study*” (teacher 5). “*Responsibility relates to the fact that you are able to manage your own progress*” (teacher 5). “*Responsibility is when you give meaning to what you do*” (teacher 7).

Respondent 4 referred to responsibility as a personal drive someone has; a drive to mean something for somebody or something. “*Responsibility is when you feel a personal drive to mean something. [...] some internalized drive one has to mean something for somebody or something*” (teacher 4). Respondent 6 stated that responsibility is that you need to do as expected. “*Responsibility relates to the fact that, when you are expected to do something, that you strive to conform to the expectations*” (teacher 6).

In summary, respondents described the concept of responsibility as relating to being accountable for your actions, being independent of others, having some drive towards accomplishing something and having some sort of self initiative.

3.2. What would you describe as typical responsible behavior?

Answers concerning the identification of typical responsible behavior were quite variable, which is why answers are reported per respondent.

Respondent 1 stated that irresponsible behavior is “*not to react to emails*” and “*simply not doing homework*” and “*not finishing a section in a group work decently*”. Respondent 2 described responsible behavior as “*taking actions if something went wrong*”, and, “*taking the initiative*”, and “*to take oneself serious*”. Respondent 3 related responsible behavior of students to having an “*active learning attitude*” and that students “*are prepared in lectures, and have the material they need with them*”. Respondent 4 gave various examples for responsible behaviors namely “*responsibility is that you are accountable for your actions*”, “*responsibility relates to the degree to which a student is studying seriously*” and “*a less responsible student strives only to get a diploma*”. Respondent 5 stated that irresponsible behavior is, when “*students come unprepared to a group feedback meeting*”, “*when students*

do not have a decent overview of their study program” and when “students do not say when a particular theme or task is already familiar to them”. Respondent 6 stated that responsible behavior “means that students need to adhere to deadlines” and that responsible behavior has something to do with “self discipline”. Respondent 7 stated that responsible behavior is “to ask when something is not entirely clear” and “to do a bit more than previously promised” and “the will to get questions about what should have been learned”.

Summarizing answers by the respondents circled around accountability, independence, self initiative/self monitoring and other related behaviors. Based on the content analysis (input were the answers given to the first and second question), 41 items concerning responsibility were generated. This are listed below in Table 4.

Table 4

Generated Items for the Concept of Responsibility

-
- V1. Ik let op mijn eigen studie voortgang.
 - V2. Dingen die ik geacht wordt te doen pak ik serieus op.
 - V3. Ik wil de studiepunten van mijn studie per jaar behalen.
 - V4. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.
 - V5. Ik wil mijn studie goed afronden.
 - V6. Ik wil straks een goede beroepsbeoefenaar worden.
 - V7. Ik heb bewust voor mijn studie gekozen.
 - V8. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen.
 - V9. Ik voel me volledig verantwoordelijk voor mijn resultaten.
 - V10. Ik ben aanspreekbaar op mijn doen en laten.
 - V11. Ik streef erna om opdrachten altijd op tijd klaar te hebben.
 - V12. Ik wil aan de verwachtingen van mijn docenten voldoen.
 - V13. Ik ben proactief bezig met mijn studie.
 - V14. Als je studeert dan moet je echt "erop zitten".
 - V15. Moeilijke vraagstukken: Hier loop ik niet van weg maar geef ik alles om tot een oplossing te komen.
 - V16. Studeren is net werken, omdat men voor iets verantwoordelijk is.
 - V17. Als ik iets niet waar kan maken dan voel ik mij slecht.
 - V18. Ik studeer hard.
 - V19. Ik manage mijn tijd zodat de school niet te kort komt.
 - V20. School is voor mij niet prioriteit nummer 1.
 - V21. Groepswerk probeer ik mij eigen te maken.
 - V22. Kritiek neem ik serieus.
 - V23. Ik vind het leuk om dingen zelf te regelen.
 - V24. Ik kan mijn dingen op school goed regelen.
 - V25. Als ik het nu al niet goed doe, dan zal ik straks geen goede beroepsbeoefenaar worden.
 - V26. Ik neem kritiek mee in mijn loopbaan als student.
 - V27. Ik ben eigenaar van mijn studie.
 - V28. Ik let op mijn studieloopbaan.
 - V29. Als ik iets fout doe, dan wijs ik ook naar mijzelf en probeer ik dat de volgende keer beter te doen.
 - V30. Voor de tentamens begin ik ruim voor de tijd met studeren.
 - V31. Ik leg rekenschap af voor mijn doen en laten.
 - V32. Ik ben mij bewust dat ik vrijwillig studeer.
 - V33. Ik kan mij zelf goed disciplineren.
 - V34. Voorbereid naar de les is voor mij een must, omdat dat mijn taak is als student.
 - V35. Ik let erop dat ik altijd goed voorbereid ben in een les.
 - V36. Ik let erop dat ik materiaal wat ik nodig heb in een les altijd bij mij heb.
 - V37. Ik wil niet alleen mijn diploma behalen maar vooral veel leren.
 - V38. Ik heb de regie over mijn studie.
 - V39. Ik heb een duidelijk overzicht over mijn studievoortgang.
 - V40. Onvoorbereid gaan naar de bespreking van een groepsopdracht komt vaak bij mij voor.
 - V41. Ik doe soms meer dan wat van mij verwacht wordt.
-

4. Findings Concerning Enthusiasm

4. 1. How would you describe enthusiasm?

Two of the seven respondents initially referred to the word “*passion*” to make clear what enthusiasm entails. “*If you talk about enthusiasm, you talk about passion*” (teacher 1). “*It would be faint to say passion...it is some sort of a drive*” (teacher 7).

Respondent 3 and 4 referred to the term commitment. “*When you are enthusiastic you are at least committed*” (teacher 4). “*Enthusiasm is some more than being committed*” (teacher 3).

Four respondents stated that enthusiasm would entail, that somebody is doing more than expected. “*Enthusiasm is to do something additionally*” (teacher 1). “*Enthusiasm is when somebody is doing an additional step*” (teacher 5). “*Enthusiasm is when you show more than what’s expected*” (teacher 6). “*Enthusiasm is some sort of an additional drive somebody has*” (teacher 4).

Further answers were various. Respondent 2 described enthusiasm as “*when somebody gets happy about something*” or “*if somebody has the feeling to be in the right place*”. Others referred to enthusiasm by describing it as some sort of “*motivation [...] something that comes from the inside to the outside*” (teacher 3), while others described enthusiasm as “*some sort of an extra ambition*” and “*an extra stimulant to mean something*” (teacher 6). Still others stated that enthusiasm entails “*to have a positive attitude towards something*” (teacher 7). Enthusiastic people are “*people who find it difficult, but try nevertheless*” (teacher 5). One of the most interesting answers, metaphorically speaking, was the statement by respondent 2. “*When I hear the word enthusiasm, I see a picture of a light that is burning*”.

In summary, respondents described the concept of enthusiasm by referring to passion, commitment, a positive feeling or an attitude or drive someone has towards something and perseverance.

4. 2. What would you describe as typical enthusiastic behavior?

Three of the respondents stated that enthusiastic behavior is when one is dedicated to her/his field of study, shown by some paranormal exertion of positive energy. Enthusiastic behavior is when *“somebody is instantly taking part in a discussion [...] and exerts some extra positive energy”* (teacher 3). *“Enthusiastic students really think about it and are more energetic than others [...] they see themselves doing things in the future”* (teacher 2). *“Enthusiasm is when the study becomes priority no. 1”* (teacher 4) and *“when students work in the evening”*(teacher 4), or when students *“are exerting some sort of extra energy dedicated to a particular theme”* (teacher 4).

Two of the respondents stated that enthusiastic students seem to be aware of, or are realizing the link between theory and practice. *“Enthusiastic students are already working in a field which is related to their study”* (teacher 5) and that enthusiastic students *“commit early to their field of work [...] being ahead rather than lagging behind”* (teacher 6).

Two other respondents stated that enthusiastic behavior is when students *“are leader in a club”* (teacher 1) or *“are wanting to fulfill tasks within a student community”* (teacher 7). Respondent 1 stated that enthusiastic behavior is *“when students want to go abroad”*. Respondent 5 stated that *“if students are enthusiastic, they have high grades, but not the other way around”* (teacher 5). Lastly, enthusiastic behavior was described as when *“you see that someone has internalized a particular theme”* (teacher 7) and that s/he *“has added something special to an assignment or a presentation, by that making it more creative”* (teacher 7).

Summarizing the concept of enthusiasm is related to dedication, exertion of positive energy, being a member of a student community, seeing the link between theory and practice among other related behaviors.

According to the content analysis (input were the answers given to the first and second question), 43 items were generated for the construct of enthusiasm. These are listed below in Table 5.

Table 5

Generated Items for the Concept of Enthusiasm

-
- G1. Ik ga helemaal voor mijn studie.
 - G2. Als het om mijn studie gaat, ben ik erg ambitieus.
 - G3. Mijn studie heeft de hoogste prioriteit.
 - G4. Ik laat andere dingen niet voor mijn studie lopen.
 - G5. Ik heb er plezier in mijn studiegebied te bestuderen.
 - G6. Gedrevenheid: Dat beschrijft hoe ik studeer.
 - G7. Ik ben een enthousiaste student.
 - G8. Mijn energieniveau is vrij hoog.
 - G9. Ik zie het al helemaal voor mij hoe ik straks aan het werk ben.
 - G10. In mijn studie voel ik mij energiek.
 - G11. Ik ben vanuit mijzelf gemotiveerd.
 - G12. Ik studeer graag.
 - G13. Bij mij gaat een vuurtje branden, als ik het over mijn studie heb.
 - G14. Ik word er blij van als ik studeer.
 - G15. Het is voor mij een genot om te studeren.
 - G16. Het is voor mij geen straf om te studeren.
 - G17. Ik doe graag iets extra's.
 - G18. Zelf op zoek gaan naar relevante literatuur vind ik boeiend.
 - G19. Een onderwerp analyseer ik graag helemaal.
 - G20. Ik verdiep mij altijd in de stof.
 - G21. Ik heb passie voor mijn studie.
 - G22. Het boeit mij om de link tussen praktijk en theorie te zien.
 - G23. Ik ben gelukkig met mijn studiekeuze.
 - G24. Ik studeer intensief.
 - G25. Mijn studie drijft mij.
 - G26. Ik ben toe gewijd aan mijn studie.
 - G27. Thuis ben ik sterk geconcentreerd als ik voor school bezig ben.
 - G28. Op Saxion is ABR de goede plek voor mij.
 - G29. Ik wil alles opnemen wat mij op Saxion geboden wordt.
 - G30. Ik denk er niet over na wat ik met het geleerde straks in de praktijk kan.
 - G31. Ik voel me toch iets meer dan alleen betrokken naar mijn studie.
 - G32. Ik ben erg gemotiveerd mijn studie af te maken.
 - G33. Ik zou me wel willen inzetten voor een studievereniging.
 - G34. Ik ben lid van een studentenvereniging.
 - G35. Ik heb een positieve houding ten opzichte van mijn studie.
 - G36. Ik ben gemotiveerd om iets extras te bereiken.
 - G37. Ik doe mijn studie omdat ik de onderwerpen stimulerend vind.
 - G38. Een matige inzet wat betreft de studie is genoeg voor mij.
 - G39. Door een opdracht laat ik me graag leiden.
 - G40. Ook al zijn dingen moeilijk, ik zet mij er wel voor in het zo goed mogelijk te proberen.
 - G41. De meeste vakken vind ik interessant.
 - G42. Ik ben erg te spreken over mijn opleiding.
 - G43. Ik kan enthousiast vertellen over mijn studie.
-

General findings interviews. Many of the respondents were not able to give a decent definition of the concept in question i.e. give a decent answer to the first question. Another finding was, that many teachers answered the first question by automatically referring to student behavior, rather than to describe the term in general.

Another finding was, that although the researcher informed the respondents about the purpose of the interviews in advance, some respondents seem not to know what it is about, since they initially answered questions concerning behavior of *teachers* and not student behavior. When the researcher informed them again that the interview concerns student and not teacher behavior, respondents seem to be more relaxed.

Lastly, the concept of enthusiasm revealed the most variations in answers among respondents, while answers on the other concepts were more aligned.

Conclusion Study 1

As the respondents were assigned by the manager of MAL, which knew all teachers well and regarding, that all of the teachers worked at least five years at the academy of MAL, entailing that teachers had extensive experience, the sample seems to suit to examine what constitutes reliability, commitment, responsibility, enthusiasm and related, previously undefined dimensions of school culture and related behaviors among students.

In total 161 items were generated according to the content analysis. As the aim of the first study was to explore which items might be utilized to measure reliability, commitment, responsibility, enthusiasm and other related dimensions, the generated items, forming the pilot questionnaire, seems to be a satisfactory result of the first study. The pilot questionnaire's items were ordered along the four dimensions starting with reliability (36 items), followed by commitment (41 items), responsibility (41 items) and enthusiasm (43 items). This pilot questionnaire served as input to the second study which is described next (see Appendix 3).

Study 2 – Pilot Study of Measuring Culture

This study was investigated in order to define which of the generated items in Study 1 are suitable for measuring school culture among students, by investigating psychometrical analysis.

Method

Respondents

Respondents in the pilot study were non MAL students (n=58) of which 32 were male. All respondents studied at SHS Deventer. The respondents were contacted by teachers during lectures. Average age was 21 (SD= 2.2). Two of the respondents were of German origin, while all others were Dutch.

Materials

Pilot questionnaire. The pilot questionnaire was printed in black on white paper in order to be neutral. A short introduction was included. It comprised, that the study is about the role and attitude of students towards SHS or their study. Moreover it was stated, that students would participate voluntarily and that the results would be used strictly confidential. Students were attended, that they should not think too long about a question as their initial answer is likely the one which is most appropriate. Moreover, the respondents were instructed on how to fill in the questionnaire and how they could tick another answer if they would have changed their mind. Finally, the respondents were asked to take care to answer all questions and thanked that they participated in the study.

Before answering the main questions, students had to provide information on their, (1) gender, (2) age, (3) begin year at SHS, (4) national origin, (5) educational background, (6) location they are studying, (7) form of study (part vs. full time), (8) study they are currently following. Moreover, they were pleased to indicate (9) if they work already in the field of their study, (10) how many EC's they already attained , (11) if they still live at their parents place and (12) the amount of earlier courses of education. After that, they were pleased to answer the main questions. Students could answer each questions by ticking an answer on a five-point-likert scale ranging from 1 (totally disagree), 2 (partly disagree), 3 (neutral), 4 (partly agree) to 5 (totally agree).

Groups of items previously assumed to relate to one of the four cultural dimensions, were listed consecutively starting with (1) reliability, (2) commitment, (3) responsibility and (4) enthusiasm. After all questions, respondents were thanked again and invited to write down comments.

Procedure

Dissemination. Teachers received a short letter on which the researcher shortly described the purpose of the study, stating, that participating of students is voluntary and that teachers were not ought to inform the students about the purpose of the study as this might influence them in their responses. Teachers were instructed to only state that the study is about students role and attitude towards SHS or their study, before distributing the questionnaire. Finally, teachers were thanked to take part in the study.

The pilot questionnaires were disseminated by teachers during lectures in January 2013 in the SHS facility in Deventer, the Netherlands. The teachers followed the instructions provided by the researcher.

Data Analysis. The pilot questionnaires were analyzed using IBM SPSS Statistics 2. Items which were negatively formulated got reverse coded (14 items). No analyses regarding independent variables were conducted, because the pilot study's main purpose was to identify suitable items for measuring reliability, commitment, responsibility and enthusiasm and other related cultural dimensions.

All items of a dimension (previously named concept) were factor analyzed using principal component orthogonal Varimax Rotation. The criteria for including or rejecting an item were as follows. If an item loaded higher than or equal .5 on a factor, but no other factor, it was selected for further analysis. Items which loaded higher or equal .5 on two or more factors were rejected as these seem to measure two distinct concepts, bearing low discriminant validity. Items with lower or negative correlations were rejected.

After the Varimax Rotation *every* item was correlated with all previously identified factors in order to analyze whether particular items measured another factor as previously defined. If an item correlated higher or equal .7 with a factor, it was included in the particular scale.

After the statistical analysis the selected items belonging to a factor were revised on a content basis in order to define what these items most likely measure.

Results Study 2

Pilot Questionnaire. One respondent gave only answers to the first 40 statements and was therefore not included during data analysis, leading to 57 usable questionnaires (n=57). Since independent data was not analyzed during this phase of the study, no results in this respect are reported.

According to the Varimax Rotation criteria, the previously defined items relating to the dimensions of reliability and responsibility revealed both two factors. For the dimension of commitment three factors and for the dimension of enthusiasm four factors were measured. The correlations of the items with a particular factor are given in Table 6 through Table 9.

Factor Loadings Reliability. As can be seen in Table 6 the generated items most likely measured two distinct dimensions. Items B1-B8 loaded on factor 1 while items B9-B15 loaded on factor 2 ($r \geq .5$). Item B16 loaded on both factors, which is why it was rejected for further analysis. Items B17-B36 did not load on any factor ($r < .5$).

The items, which loaded on factor 1, seem to relate to motivation to fulfill to expectations, while the items, which loaded on factor 2, seem to relate to honesty.

Table 6

Items Reliability

	Factor 1	Factor 2
B1. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.	.74	.26
B2. Ik probeer bij individueel werk of groepsopdrachten altijd de hoogste kwaliteit te realiseren.	.62	.24
B3. Vertrouwen is voor mij heel erg belangrijk.	.55	.43
B4. Ik ben heel erg gefocust op mijn studie.	.85	.23
B5. Ik ben niet echt serieus bezig met mijn studie.	.63	.05
B6. Ik ben zeer actief bezig met mijn studie.	.76	.25
B7. Ik ga helemaal voor mijn studie.	.80	.22
B8. Ik vind het belangrijk mijn leerontwikkeling te monitoren.	.69	-.17
B9. Bij groepswork kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.	.18	.53
B10. Tegen groepsgenoten ben ik altijd eerlijk.	.35	.62
B11. Bij groepswork let ik op dat ik altijd voldoende bijdraag aan het eindresultaat.	.42	.62
B12. Ik weet niet goed wat plagiaat is.	.43	.57
B13. De dingen die ik zeg te doen, kom ik altijd na.	.04	.81
B14. Wat ik beloof, maak ik ook waar.	.40	.78
B15. Mijn werk is het resultaat van mijn individuele inzet.	.36	.56
B16. Als ik zeg iets te gaan doen in het kader van mijn studie, dan doe ik mijn best dat ook daadwerkelijk waar te maken.	.65	.58
B17. Ik lever opdrachten altijd op tijd in.	.18	.21
B18. Ik ben wel eens meegelift bij een groepsopdracht.	-.14	-.20
B19. Als ik een opdracht maak voor mijn studie kopieer en plak ik regelmatig teksten uit andere bronnen.	.02	-.02
B20. Afkijken bij tentamens vind ik niet kunnen.	-.08	.12
B21. Ik heb wel eens gefraudeerd bij een tentamen.	.30	.09
B22. Meestal bereid ik mij niet voor op een les.	.18	-.16
B23. Ik lever bij opdrachten altijd teksten in, waarvan ik mijn deel altijd zelf heb geschreven. (*)	-.08	.61
B24. Ik maak opdrachten altijd op het laatste moment.	.38	.01
B25. Ik ben altijd eerlijk tegen de docenten.	.40	.38
B26. Als ik mijn huiswerk een keer niet maak, is er ook echt wat aan de hand met mij.	.14	-.07
B27. Bij deadlines zorg ik ervoor dat de opdracht altijd ruim op tijd klaar is.	.08	.12
B28. Als ik niet bij een les kan zijn, dan meld ik mij af.	.03	.13
B29. Ik wil altijd meer dan "een zesje" halen.	.24	-.01
B30. Ik maak wel eens gebruik van huiswerk dat door een ander is gemaakt.	.14	.23
B31. Als er vanuit Saxion iets sociaals georganiseerd wordt, vind ik het belangrijk dat men daar aanwezig is.	-.09	-.02
B32. Ik ben trots dat ik op de Saxion Hogeschool ben.	.08	.03
B33. Ik lever nooit meer inspanning dan wat van mij verwacht wordt.	.30	.29
B35. Mee doen in de les vind ik belangrijk.	.50	.28
B36. Ik vind het belangrijk een vak niet alleen te halen maar ook de stof te verinnerlijken.	.38	.00

* item B23 correlated .50 with factor 4 and was therefore rejected

Factor Loadings Commitment. Items T1-T8 loaded on factor 1, items T9-T13 loaded on factor 2, while items T14-T18 loaded on factor 3 ($r \geq .5$). Item T19 loaded on factor 1 and 3 ($r \geq .5$). All other items did not load on any factor ($r < .5$).

Table 7 shows the results of the factor loadings for the dimension commitment. Items which loaded on factor 1 seem to relate to ambition of students. The items, which loaded on factor 2 seem to mirror the concept of commitment towards the school and study. The items, which loaded on factor 3 seem to relate to the level of challenge of students.

Table 7

Items Commitment

	Factor 1	Factor 2	Factor 3
T1. Ik steek veel moeite in opdrachten	.65	-.12	.13
T2. Ik steek veel moeite in mijn huiswerk	.78	.30	.14
T3. Ik ben gedreven in mijn studie.	.67	.13	.29
T4. Ik stop veel energie in mijn studie.	.78	.07	.19
T5. Ik ben gemotiveerd in mijn studie.	.73	-.10	.17
T6. Ik wordt gestimuleerd door mijn studie.	.63	.35	-.01
T7. Ik probeer altijd actief mee te doen in de les.	.67	-.02	.44
T8. Eigen initiatief vind ik belangrijk in mijn studie.	.50	.06	.00
T9. Ik voel me betrokken bij mijn opleiding.	-.01	.51	.06
T10. Ik voel me betrokken bij Saxion.	-.02	.82	.02
T11. Ik voel me aangesloten bij Saxion.	.07	.82	.23
T12. Ik voel mij een Saxioner.	.07	.80	-.06
T13. Ik vind het leuk om mij voor te bereiden voor een les.	.28	.56	.11
T14. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.	.07	.24	.67
T15. Als ik vragen heb, dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.	.23	.00	.69
T16. De docent moet mij iets bieden.	.25	.11	.71
T17. Als ik het inhoudelijk niet met de docent eens ben, dan durf ik mijn nek uit te steken.	.07	.06	.66
T18. Ik heb een interne drive mijn studie af te maken.	.23	-.10	.68
T19. In lessen denk ik altijd mee.	.52	.07	.55
T20. Als ik een opdracht doe, probeer ik een stapje extra te doen.	.31	.21	.20
T21. Ik doe af en toe wel meer werk dan nodig is.	.39	-.09	.05
T22. In mijn studie ga ik mijn eigen weg.	.27	-.23	.17
T23. Ik stimuleer mijn mede studenten.	.29	.11	.14
T24. Ik wil bijdragen aan de onderwijskwaliteit.	.22	.38	.24
T25. Ik weet wat er in het beroepsveld van mijn opleiding speelt.	.24	-.05	.08
T26. Ik ken het beroepsveld van mijn opleiding.	.14	.11	.17
T27. Als de opleiding iets extra's van mij vraagt, werk ik graag mee.	.03	.28	.01
T28. Ik doe mee aan evaluatie onderzoeken.	.18	.39	.13
T29. Ik heb interesse om een uitje met de opleiding te organiseren.	.00	.30	.04
T30. Ik monitor de voortgang van mijn studie.	.24	.09	.08
T31. Ik zoek actief contact met docenten.	.22	-.11	-.05
T32. Ik lees wel eens extra artikelen die bij mijn studie aansluiten, maar wat geen officieel leermateriaal is.	.15	.27	-.05
T33. Ik spreek de docent aan op dingen die in de praktijk gebeuren.	.24	.04	-.29
T34. Ik denk er graag over na, hoe men de opleiding kan verbeteren.	.15	.21	.18
T35. Ik verplaats me af en toe in de rol van een docent.	.14	.25	.16
T36. Als ik afgestudeerd ben, wil ik wel eens mijn werk uit leggen aan studenten uit het eerste jaar.	.12	.23	.12
T37. Ik evalueer zelf regelmatig wat ik heb geleerd.	.13	.30	.17
T38. Ik ben geïnteresseerd in mijn domein.	.14	.19	.23
T39. Ik heb affiniteit met mijn studie.	.12	.17	.20
T40. Ik stel nog wel eens een vraag als mij iets uit de vorige les niet duidelijk is.	.32	.11	.41
T41. Ik vind de onderwerpen in mijn studie interessant.	.07	.17	.14

Factor Loadings Responsibility. As can be seen in Table 8, items V1-V10 loaded on factor 1, while items V11-15 loaded on factor 2 ($r \geq .5$). All other generated items did not load on any factor ($r < .5$).

Items, which loaded on factor 1 relate to responsibility of students, while items, which loaded on factor 2 seem to measure pro-active participation of students.

Table 8

Items Responsibility

	Factor 1	Factor 2
V1. Ik let op mijn eigen studie voortgang.	.60	.29
V2. Dingen die ik geacht wordt te doen pak ik serieus op.	.80	.19
V3. Ik wil de studiepunten van mijn studie per jaar behalen.	.54	.03
V4. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.	.73	-.16
V5. Ik wil mijn studie goed afronden.	.81	.02
V6. Ik wil straks een goede beroepsbeoefenaar worden.	.79	.15
V7. Ik heb bewust voor mijn studie gekozen.	.57	.24
V8. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen. .809	.81	.10
V9. Ik voel me volledig verantwoordelijk voor mijn resultaten.	.87	.09
V10. Ik ben aanspreekbaar op mijn doen en laten.	.64	.23
V11. Ik wil aan de verwachtingen van mijn docenten voldoen.	.37	.52
V12. Ik ben proactief bezig met mijn studie.	.06	.73
V13. Als je studeert dan moet je echt "erop zitten".	.06	.70
V14. Moeilijke vraagstukken: Hier loop ik niet van weg maar geef ik alles om tot een oplossing te komen.	.48	.51
V15. Studeren is net werken, omdat men voor iets verantwoordelijk is.	.26	.75
V16. Ik streef erna om opdrachten altijd op tijd klaar te hebben. (*)	.56	.19
V17. Ik studeer hard.	.15	.38
V18. Ik manage mijn tijd zodat de school niet te kort komt.	-.02	.04
V19. School is voor mij niet prioriteit nummer 1.	.17	-.00
V20. Groepswerk probeer ik mij eigen te maken.	.23	.09
V21. Kritiek neem ik serieus.	.44	.36
V22. Ik vind het leuk om dingen zelf te regelen.	.19	.16
V23. Ik kan mijn dingen op school goed regelen.	.45	-.02
V24. Als ik het nu al niet goed doe, dan zal ik straks geen goede beroepsbeoefenaar worden.	.10	.12
V25. Ik neem kritiek mee in mijn loopbaan als student.	.39	.39
V26. Ik ben eigenaar van mijn studie.	.39	.24
V27. Ik let op mijn studieloopbaan.	.43	.49
V28. Als ik iets fout doe, dan wijs ik ook naar mijzelf en probeer ik dat de volgende keer beter te doen.	.39	-.02
V29. Voor de tentamens begin ik ruim voor de tijd met studeren.	-.19	.25
V30. Ik leg rekenschap af voor mijn doen en laten.	.28	.25
V31. Ik ben mij bewust dat ik vrijwillig studeer.	.20	.09
V32. Ik kan mij zelf goed disciplineren.	.49	.33
V33. Voorbereid naar de les is voor mij een must, omdat dat mijn taak is als student.	-.26	.42
V34. Ik let erop dat ik altijd goed voorbereid ben in een les.	-.21	.48
V35. Ik let erop dat ik materiaal wat ik nodig heb in een les altijd bij mij heb.	.15	.02
V36. Ik wil niet alleen mijn diploma behalen maar vooral veel leren.	.08	.26
V37. Ik heb de regie over mijn studie.	.43	.18
V38. Ik heb een duidelijk overzicht over mijn studievoortgang.	.41	.11
V39. Onvoorbereid gaan naar de bespreking van een groepsopdracht komt vaak bij mij voor.	.19	.02
V40. Ik doe soms meer dan wat van mij verwacht wordt.	.16	.16
V41. Als ik iets niet waar kan maken dan voel ik mij slecht.	.13	.07

* item V16 correlated .52 with factor 4 and was therefore rejected

Factor Loadings Enthusiasm. Table 9 shows, that items G1-G7 loaded on factor 1, items G8-G10 loaded on factor 2, items G11-G15 loaded on factor 3, while items G16-G19 loaded on factor 4 ($r \geq .5$). Item G20 loaded on factor one and two ($r \geq .5$). All other items did not load on any factor ($r < .5$).

Items, which loaded on factor 1 seem to relate to enthusiasm in studying, while items, which loaded on factor 2 seem to relate to exerting energy when studying and seeing oneself working in the field in the future. The items, which loaded on factor 3 relate to having pleasure in studying, while the items, which loaded on factor 4 relate to how demanding students are.

Table 9

Items Enthusiasm

	Factor 1	Factor 2	Factor 3	Factor 4
G1. Ik ga helemaal voor mijn studie.	.67	.32	.15	.09
G2. Als het om mijn studie gaat, ben ik erg ambitieus.	.69	.29	.08	.22
G3. Mijn studie heeft de hoogste prioriteit.	.67	.01	.07	.12
G4. Ik laat andere dingen niet voor mijn studie lopen.	.81	-.00	.12	.04
G5. Ik heb er plezier in mijn studiegebied te bestuderen.	.52	.26	.20	.35
G6. Gedrevenheid: Dat beschrijft hoe ik studeer.	.56	.50	.26	.14
G7. Ik ben een enthousiaste student.	.55	.39	.14	.21
G8. Mijn energieniveau is vrij hoog.	.09	.84	.16	.17
G9. Ik zie het al helemaal voor mij hoe ik straks aan het werk ben.	.18	.51	-.17	-.28
G10. In mijn studie voel ik mij energiek.	.39	.52	.37	.22
G11. Ik studeer graag.	.05	.27	.63	.41
G12. Bij mij gaat een vuurtje branden, als ik het over mijn studie heb.	.16	.09	.52	.18
G13. Ik word er blij van als ik studeer.	.15	.17	.77	.07
G14. Het is voor mij een genot om te studeren.	.20	-.05	.80	.03
G15. Het is voor mij geen straf om te studeren.	.02	.18	.50	.41
G16. Ik doe graag iets extra's.	.37	.27	.06	.63
G17. Op zoek gaan naar relevante literatuur vind ik boeiend.	.04	.03	.21	.66
G18. Een onderwerp analyseer ik graag helemaal.	.35	.10	.11	.66
G19. Ik verdiep mij altijd in de stof.	.15	.23	.14	.53
G20. Ik ben vanuit mijzelf gemotiveerd.	.53	.63	.07	.13
G21. Het boeit mij om de link tussen praktijk en theorie te zien.	.20	.49	.13	.11
G22. Ik ben gelukkig met mijn studiekeuze.	.18	.09	.09	-.18
G23. Ik studeer intensief.	.46	.12	.28	.37
G24. Mijn studie drijft mij.	.31	.32	.39	.25
G25. Ik ben toe gewijd aan mijn studie.	.20	.42	.17	.26
G26. Thuis ben ik sterk geconcentreerd als ik voor school bezig ben.	.33	.18	.11	.16
G27. Op Saxion is ABR de goede plek voor mij.	.06	.08	.16	-.02
G28. Ik wil alles opnemen wat mij op Saxion geboden wordt.	.17	.06	.05	.19
G29. Ik denk er niet over na wat ik met het geleerde straks in de praktijk kan.	.02	.05	.11	-.01
G30. Ik voel me toch iets meer dan alleen betrokken naar mijn studie.	.30	.35	.37	.19
G31. Ik ben erg gemotiveerd mijn studie af te maken.	.36	.35	-.15	-.06
G32. Ik zou me wel willen inzetten voor een studievereniging.	.03	.02	.26	.16
G33. Ik ben lid van een studentenvereniging.	.08	-.05	.24	.08
G34. Ik heb een positieve houding ten opzichte van mijn studie.	.30	.21	.09	.22
G35. Ik ben gemotiveerd om iets extras te bereiken.	.23	.49	.04	.36
G36. Ik doe mijn studie omdat ik de onderwerpen stimulerend vind.	.22	.17	.24	.17
G37. Een matige inzet wat betreft de studie is genoeg voor mij.	.42	.05	.46	.06
G38. Door een opdracht laat ik me graag leiden.	.02	-.02	.24	.17
G39. Ook al zijn dingen moeilijk, ik zet mij er wel voor in het zo goed mogelijk te proberen.	.47	.33	.07	.11
G40. De meeste vakken vind ik interessant.	-.09	.07	.34	.08
G41. Ik ben erg te spreken over mijn opleiding.	-.03	.02	.09	.06

Table 9 (continued)

Items Enthusiasm

	Factor 1	Factor 2	Factor 3	Factor 4
G42. Ik kan enthousiast vertellen over mijn studie.	.19	.00	.24	.32
G43. Ik heb passie voor mijn studie.	.19	.23	.33	.24

Further Analysis. The total amount of factors the questionnaire measured were 11 factors ($2+3+2+4=11$). From now on these factors are called scales. The analysis concerning the correlation of a particular item with a scale revealed, that three items correlated higher or equal to .7 with the particular scales. The items G24 (“*My study drives me*”) and T3 (“*I am driven by my study*”) correlated .76 and .84, respectively with the first factor of reliability and where therefore added to this scale. Furthermore, the item G23 (“*I am studying intensively*”) correlated .87 with the first factor of commitment and was therefore added to this scale. No other items were found to correlate higher than .7 with one of the scales.

Names were given to the scales by the researcher and an associate. The items of one scale (relating to the dimension of enthusiasm), seem not to fit together on a content basis. The correlations of these items, reported in Table 9 (G8, G9 and G10) were interpreted as a coincidence and therefore this group of items was rejected leading to a total set of ten scales.

Cronbach’s alpha for the different scales, the accompanied names given to the scales, the amount of items and an example item for each subscale are reported in Table 10. All alphas were higher or equal to .8.

Table 10

Cronbach's Alpha, Amount of Items and Example Item per Scale

Scale	Cronbach's Alpha	Amount of items	Example
Intrinsic motivation	.91	10	"I am not seriously busy with my study." (reverse coded)
Honesty	.90	7	"The things I say, I will do."
Effort	.92	8	"I put a lot of energy in my study."
Commitment	.85	5	"I feel myself belonging to SHS."
Demand	.82	5	"I want that the quality of education is ensured at SHS."
Responsibility	.93	10	"I consciously chose for my study."
Proactive Attitude	.82	5	"I am proactive in my study."
Enthusiasm	.89	7	"I am an enthusiastic student."
Pleasure	.86	5	"It is no punishment for me to study."
Challenge	.80	4	"I dive deep into the to-be-learned material."

Additions. Some new items were added. The item "*I try to realize the highest quality in individual and group work*" was split into two items, namely: "*I try to realize the highest quality in individual work*" and "*I try to realize the highest quality in group work*". This results in the fact, that the final student intrinsic motivation scale contained 11 items.

The item "*I always comply to appointments*" was added to the student honesty scale. The final student honesty scale therefore contained eight items. The items "*I am studying hard*" and "*I take the initiative in my study*" were added to the student effort scale, resulting in a scale measuring effort of students with 10 items.

The final questionnaire contained 70 items in total and is provided in Appendix 4. All items belonging to the particular final scale are reported in Table 11 through 21. For clarity reasons, the items which were added to the original scales are shown italic.

Table 11

Student Intrinsic Motivation Scale (11items)

-
1. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.
 2. Ik ga helemaal voor mijn studie.
 3. Ik ben heel erg gefocust op mijn studie.
 4. Ik ben niet echt serieus bezig met mijn studie.
 5. Ik ben zeer actief bezig met mijn studie.
 6. Ik probeer bij individueel werk altijd de hoogste kwaliteit te realiseren.
 7. Ik probeer bij groepsopdrachten altijd de hoogste kwaliteit te realiseren.
 8. Mijn studie drijft mij.
 9. Ik ben gedreven in mijn studie.
 10. Vertrouwen is voor mij heel erg belangrijk.
 11. Ik vind het belangrijk mijn leerontwikkeling te monitoren.
-

Table 12

Student Honesty Scale (8 items)

-
1. Ik weet niet goed wat plagiaat is.
 2. Bij groepswerk kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.
 3. Tegen groepsgenoten ben ik altijd eerlijk.
 4. De dingen die ik zeg te doen, kom ik altijd na.
 5. Wat ik beloof, maak ik ook waar.
 6. Bij groepswerk let ik op dat ik altijd voldoende bijdraag aan het eindresultaat.
 7. *Ik kom mijn afspraken altijd na.*
 8. Mijn werk is het resultaat van mijn individuele inzet.
-

Table 13

Student Effort Scale (10 items)

-
1. Ik steek veel moeite in opdrachten
 2. Ik steek veel moeite in mijn huiswerk
 3. Ik stop veel energie in mijn studie.
 4. Eigen initiatief vind ik belangrijk.
 5. Ik wordt gestimuleerd door mijn studie.
 6. Ik probeer altijd actief mee te doen in de les.
 7. *Ik neem het initiatief in mijn studie.*
 8. *Ik studeer hard.*
 9. Ik studeer intensief.
 10. *Ik ben gemotiveerd in mijn studie.*
-

Table 14

Student Commitment Scale (5 items)

-
1. Ik voel me betrokken bij mijn opleiding.
 2. Ik voel me betrokken bij Saxion.
 3. Ik vind het leuk om mij voor te bereiden voor een les.
 4. Ik voel me onderdeel van Saxion.
 5. Ik voel mij een Saxioner.
-

Table 15

Student Demand Scale (5 items)

-
1. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.
 2. Als ik het inhoudelijk niet met de docent eens ben, dan durf ik mijn nek uit te steken.
 3. De docenten moeten mij iets te bieden hebben.
 4. Als ik vragen heb, dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.
 5. Ik heb een interne drive mijn studie af te maken.
-

Table 16

Student Responsibility Scale (10 items)

-
1. Ik let op mijn eigen studie voortgang.
 2. Ik wil straks een goede beroepsbeoefenaar worden.
 3. Ik heb bewust voor mijn studie gekozen.
 4. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen.
 5. Ik voel me volledig verantwoordelijk voor mijn resultaten.
 6. Dingen die ik geacht wordt te doen pak ik serieus op.
 7. Ik ben aanspreekbaar op mijn doen en laten.
 8. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.
 9. Ik wil mijn studie goed afronden.
 10. Ik wil de studiepunten van mijn studie per jaar behalen.
-

Table 17

Student Proactive Attitude Scale (5 items)

-
1. Moeilijke vraagstukken: Hier loop ik niet van weg maar geef ik alles om tot een oplossing te komen.
 2. Ik wil aan de verwachtingen van mijn docenten voldoen.
 3. Ik ben proactief bezig met mijn studie.
 4. Als je studeert dan moet je echt "erop zitten".
 5. Studeren is net werken, omdat men voor iets verantwoordelijk is.
-

Table 18

Student Enthusiasm Scale (7 items)

-
1. Ik ga helemaal voor mijn studie.
 2. Ik ben een enthousiaste student.
 3. Als het om mijn studie gaat, ben ik erg ambitieus.
 4. Mijn studie heeft de hoogste prioriteit.
 5. Andere dingen gaan niet ten koste van mijn studie.
 6. Ik heb er plezier in mijn studiegebied te bestuderen.
 7. Gedrevenheid: Dat beschrijft hoe ik studeer.
-

Table 19

Student Pleasure Scale (5 items)

-
1. Ik studeer graag.
 2. Bij mij gaat een vuurtje branden, als ik het over mijn studie heb.
 3. Ik word er blij van als ik studeer.
 4. Het is voor mij een genot om te studeren.
 5. Het is voor mij geen straf om te studeren.
-

Table 20

Student Challenging Scale (4 items)

-
1. Ik doe graag iets extra's.
 2. Ik verdiep mij altijd in de stof.
 3. Een onderwerp analyseer ik graag helemaal.
 4. Zelf op zoek gaan naar relevante literatuur vind ik boeiend.
-

Table 21

Items Left out

-
1. Mijn energieniveau is vrij hoog.
 2. Ik zie het al helemaal voor mij hoe ik straks aan het werk ben.
 3. In mijn studie voel ik mij energiek.
-

Conclusions Study 2

The results of the pilot questionnaire revealed, that items measured more dimensions than previously defined. Groups of items loaded on various factors, entailing that school culture consists of various aspects and not only reliability, commitment, responsibility and enthusiasm. This was previously assumed and therefore, results are satisfactory as the aim of the second study was to identify suitable items which seem to measure various dimensions relating to school culture. Scales seem to be internally consistent regarding the relatively high alphas. Therefore these scales seem to be decent measurement tools to reveal various dimensions underlying school culture.

Face validity of the items belonging to one of the ten scales was high, as the researcher and the associate initially agreed upon the names given to the groups of items i.e. the scales. It seems appropriate to use the crafted scales to examine whether these are suited to measure school culture.

Study 3 – Measuring School Culture

The aim of the third study was to define whether the student culture scales are suitable tools to measure cultural dimensions among students. Demographic characteristics of respondents were examined in order to examine the validity of the scales. Moreover, correlation analysis and a Varimax rotation analysis was carried out with the ten student school culture scales in order to determine how these relate to one another.

Method

Respondents

Respondents were 317 MAL students ($n=317$) of which 140 were male. Minimum age was 17 years and maximum 28 with a mean of 21 years ($SD= 2.1$) Begin year ranged from 2006 to 2013. Most of the respondents began in year 2011 (114), while 86 began in 2010 and 87 in 2012. 214 of the respondents studied in Enschede and 102 in Deventer.

All respondents study full-time and 226 live at their parents place. 302 of the respondents were Dutch, 7 were German while the remainder were of a different origin (Turkish, Chinese, Iraqis). 29 of the respondents already work part-time in the field of their study. European Credits approved ranged from 0-300 with a mean of 91 ($SD= 49$).

62 of the respondents studied Business Administration, 7 Public Management, 95 Rights, 93 Integral Safety Science and 58 Social Legal Services. For 165 respondents the current study was their first course of education. For 123 respondents it was their second course of education, while the remainder of the respondents ($n= 27$) were in the third or more course of education. 193 respondents came from the HAVO, 26 from the VWO, 23 from the MAVO, 6 got the German A-Level (German: Abitur), while the remainder of respondents ($n = 67$) followed either a combination of the above named school forms or another school form not listed in the questionnaire.

Materials

Questionnaire. The questionnaire contained 70 items measuring ten different cultural dimensions, namely Intrinsic Motivation (11 items), Honesty (8 items), Effort (10 items), Commitment (5 items), Demand (5 items), Responsibility (10 items), Proactive Attitude (5 items), Enthusiasm (7 items), Pleasure (5 items) and Challenge (4 items). The order of the items were presented at random.

Instructions printed on the questionnaire were the same as in study 2. The same holds for the additional demographic information respondents were pleased to provide for further analysis. After these questions, respondents were invited to answer the main questions on a five-point likert scale ranging from 1 (totally disagree), 2 (partly disagree), 3 (neutral), 4 (partly agree) to 5 (totally agree). After all questions, respondents were able to write down comments.

Procedure

Dissemination. The questionnaire was disseminated during lectures by the researcher during week 17 in 2013 in Enschede and Deventer. A short introduction was given by the researcher. First the researcher stated his name and saying that he was a student at the University of Twente doing his master degree. Next, he stated that in collaboration with the management of MAL at SHS research will be carried out on cultural issues concerning the role and attitude of students. Further, he stated that a questionnaire has been developed which he wanted to disseminate among MAL students and that results will be published openly, by that encouraging the students to fill in the questionnaire. Lastly, he stated that participating is voluntary, that students should keep quiet while filling in the questionnaire and that they should wait for everybody to finish. After everybody filled in the questionnaire he thanked all students for participating.

Data Analysis. The analysis of the questionnaire was carried out using IBM SPSS 17. Item I4 (*I am not seriously busy with my study*) belonging to the dimension of intrinsic motivation and B1 (*I do not know well what plagiarism is*) belonging to the dimension of honesty were negatively formulated and therefore got reverse coded. Reliability analyses were carried out for the ten scales and Cronbach's alpha served as a reliability indicator.

Results Study 3

Results will be reported referring to each of the scales starting with intrinsic motivation. Corrected item-scale correlations as well as Cronbach's Alpha if one of the items would be deleted, is given for every scale in Table 22-31.

Subsequently, results on the additional analyses carried out on independent variables (gender, age, begin year, sort of study, location, residence at parents place, amount of earlier courses of education, amount of EC's earned) on the mean scores on the scales will be provided in Table 32-36.

Results of the correlation analysis and the Varimax rotation analysis between the scales follow and are depicted in Table 37 and Table 38, respectively.

Intrinsic Motivation

As can be seen in Table 22, this scale consisted of 11 items ($\alpha = .87$). All items correlated higher than .5 with the scale, with the exception of item 10 (*In group work I try to contribute sufficiently to the final result*) and item 11 (*I find it important to monitor my learning development*). Cronbach's Alpha would increase only marginally when removing one of the items.

Table 22

Student Intrinsic Motivation Scale (11 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.	.50	.86
2. Ik ga helemaal voor mijn studie.	.73	.84
3. Ik ben heel erg gefocust op mijn studie.	.67	.85
4. Ik ben niet echt serieus bezig met mijn studie.	.50	.86
5. Ik ben zeer actief bezig met mijn studie.	.65	.85
6. Ik probeer bij individueel werk altijd de hoogste kwaliteit te realiseren.	.55	.86
7. Ik probeer bij groepsopdrachten altijd de hoogste kwaliteit te realiseren.	.51	.86
8. Mijn studie drijft mij.	.68	.85
9. Ik ben gedreven in mijn studie.	.75	.84
10. Vertrouwen is voor mij heel erg belangrijk.	.36	.87
11. Ik vind het belangrijk mijn leerontwikkeling te monitoren.	.35	.87

Honesty

This scale consisted of 8 items ($\alpha = .87$). Table 23 shows that all items correlated higher than .5 with the scale with the exception of item 1 (*I don't know well what plagiarism is*) and item 8 (*My work is the result of my individual effort*). Cronbach's Alpha would not increase when removing item 8 or item 1.

Table 23

Student Honesty Scale (8 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik weet niet goed wat plagiaat is.	.31	.83
2. Bij groepswork kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.	.61	.78
3. Tegen groepsgenoten ben ik altijd eerlijk.	.55	.79
4. De dingen die ik zeg te doen, kom ik altijd na.	.50	.80
5. Wat ik beloof, maak ik ook waar.	.70	.77
6. Bij groepswork let ik op dat ik altijd voldoende bijdraag aan het eindresultaat.	.63	.78
7. <i>Ik kom mijn afspraken altijd na.</i>	.59	.78
8. Mijn werk is het resultaat van mijn individuele inzet.	.42	.81

Effort

This scale consisted of 10 items ($\alpha = .90$). As can be seen in Table 24 all items correlated higher than .5 with the scale with the exception of item 6 (*I always try to participate during lectures*). Cronbach's Alpha would stay the same when removing item 8.

Table 24

Student Effort Scale (10 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik steek veel moeite in opdrachten	.61	.89
2. Ik steek veel moeite in mijn huiswerk	.61	.89
3. Ik stop veel energie in mijn studie.	.54	.89
4. Eigen initiatief vind ik belangrijk.	.78	.89
5. Ik wordt gestimuleerd door mijn studie.	.64	.88
6. Ik probeer altijd actief mee te doen in de les.	.47	.88
7. Ik neem het initiatief in mijn studie.	.58	.89
8. Ik studeer hard.	.75	.88
9. Ik studeer intensief.	.75	.88
10. Ik ben gemotiveerd in mijn studie.	.68	.88

Commitment

This scale consisted of 5 items ($\alpha = .81$). What can be seen in Table 25 is that all items correlated higher than .5 with the scale with the exception of item 3 (*I like it to prepare myself for lessons*). This item only correlates .24 with the scale. Cronbach's Alpha would increase up to .87 when removing this item from the scale.

Table 25

Student Commitment Scale (5 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik voel me betrokken bij mijn opleiding.	.59	.77
2. Ik voel me betrokken bij Saxion.	.76	.71
3. Ik vind het leuk om mij voor te bereiden voor een les.	.24	.87
4. Ik voel me onderdeel van Saxion.	.71	.73
5. Ik voel mij een Saxioner.	.71	.73

Demand

This scale consisted of 5 items ($\alpha = .64$). What can be seen in Table 26 is that all items correlated *lower* than .5 with the scale. However, removing any item would not lead to a higher alpha.

Table 26

Student Demand Scale (5 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.	.34	.61
2. Als ik het inhoudelijk niet met de docent eens ben, dan durf ik mijn nek uit te steken.	.44	.56
3. De docenten moeten mij iets te bieden hebben.	.46	.55
4. Als ik vragen heb, dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.	.44	.56
5. Ik heb een interne drive mijn studie af te maken.	.28	.63

Responsibility

This scale consisted of 10 items ($\alpha = .87$). What can be seen in Table 27 is that all items correlated higher than .5 with the scale. Removing any item would not lead to a higher alpha.

Table 27

Student Responsibility Scale (10 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik let op mijn eigen studie voortgang.	.64	.86
2. Ik wil straks een goede beroepsbeoefenaar worden.	.64	.86
3. Ik heb bewust voor mijn studie gekozen.	.51	.87
4. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen.	.63	.86
5. Ik voel me volledig verantwoordelijk voor mijn resultaten.	.56	.86
6. Dingen die ik geacht wordt te doen pak ik serieus op.	.53	.86
7. Ik ben aanspreekbaar op mijn doen en laten.	.58	.86
8. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.	.66	.86
9. Ik wil mijn studie goed afronden.	.70	.85
10. Ik wil de studiepunten van mijn studie per jaar behalen.	.50	.87

Proactive Attitude

This scale consisted of 5 items ($\alpha = .69$). What can be seen in Table 28 is that all items correlated *lower* than .5 with the scale except for the item 4 (*If you study, you really need to go for it*). However, removing any item would not lead to a higher alpha.

Table 28

Student Proactive Attitude Scale (5 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Moeilijke vraagstukken: Hier loop ik niet van weg maar geef ik alles om tot een oplossing te komen.	.32	.69
2. Ik wil aan de verwachtingen van mijn docenten voldoen.	.48	.62
3. Ik ben proactief bezig met mijn studie.	.49	.62
4. Als je studeert dan moet je echt "erop zitten".	.50	.62
5. Studeren is net werken, omdat men voor iets verantwoordelijk is.	.44	.64

Enthusiasm

This scale consisted of 7 items ($\alpha = .79$). What can be seen in Table 29, is that all items correlated higher than .5 with the scale except for the item 5 (*Other things are not influencing my study*) and item 6 (*I got pleasure studying my profession*). The correlation of item 5 with the rest of the scale is almost zero. Removing item 5 would increase alpha up to .86, however, removing item 6 from the scale would not increase alpha.

Table 29

Student Enthusiasm Scale (7 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik ga helemaal voor mijn studie.	.73	.72
2. Ik ben een enthousiaste student.	.58	.75
3. Als het om mijn studie gaat, ben ik erg ambitieus.	.71	.72
4. Mijn studie heeft de hoogste prioriteit.	.55	.75
5. Andere dingen gaan niet ten koste van mijn studie.	.05	.86
6. Ik heb er plezier in mijn studiegebied te bestuderen.	.46	.77
7. Gedrevenheid: Dat beschrijft hoe ik studeer.	.70	.72

Pleasure

This scale consisted of 5 items ($\alpha = .80$). What can be seen in Table 30, is that all items correlated higher than .5 with the scale except for the item 2 (*A fire begins to burn, when I talk about my study*). Cronbach's Alpha would increase up to .85 when removing this item from the scale.

Table 30

Scale 9: Pleasure (5 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik studeer graag.	.76	.71
2. Bij mij gaat een vuurtje branden, als ik het over mijn studie heb.	.28	.85
3. Ik word er blij van als ik studeer.	.67	.74
4. Het is voor mij een genot om te studeren.	.66	.74
5. Het is voor mij geen straf om te studeren.	.59	.76

Challenge

This scale consisted of 4 items ($\alpha = .70$). What can be seen in Table 31 is that all items correlated *lower* than .5 with the scale except for the item 3 (*I like to analyze a theme deeply*). Cronbach's Alpha would not increase when removing any item from the scale.

Table 31

Student Challenge Scale (4 items)

	Corrected item-scale correlations	Cronbach's Alpha if item deleted
1. Ik doe graag iets extra's.	.45	.66
2. Ik verdiep mij altijd in de stof.	.47	.64
3. Een onderwerp analyseer ik graag helemaal.	.54	.60
4. Zelf op zoek gaan naar relevante literatuur vind ik boeiend.	.49	.63

Relation between Demographic Characteristics and School Culture Scales

Gender. Some docents stated during the first study, that they would expect female students to score higher on cultural measures, which is why students mean scores on the scales were compared based on their gender.

Means and standard deviations for the different scales are shown for male and female in Table 32. Compared to male students, female students score higher on all scales, except on the demand scale, where scores are equal. An ANOVA revealed significant differences between the two groups on intrinsic motivation, effort, responsibility ($p < 0.01$) and on honesty, commitment, proactive attitude and enthusiasm ($p < 0.001$), but not on other scales.

Table 32

Means and Standard Deviations for Male and Female Students per Scale

Scale	Male (n= 140)		Female (n= 176)	
	M	SD	M	SD
Intrinsic Motivation	3.8	.6	4.1*	.46
Honesty	4.1	.6	4.3**	.4
Effort	3.5	.6	3.8*	.6
Commitment	2.8	.7	3.1**	.8
Demand	3.9	.7	3.9	.6
Responsibility	4.2	.6	4.4*	.4
Proactive Attitude	3.6	.5	3.8**	.6
Enthusiasm	3.7	.6	3.8*	.6
Pleasure	3.2	.6	3.4	.7
Challenge	3.1	.7	3.3	.7

* $p < 0.001$, ** $p < 0.01$

Age. Older students are assumed to differ on their cultural mean scores, opposed to younger students. Therefore, a comparison of students scores on the scales based on their age was carried out. Means and standard deviations for the different scales are shown for old and young students in Table 33. Students categorized as “young” students are aged 17 through 20 and students categorized as “old” are aged 21 through 28. Old students score slightly lower on all scales as opposed to young students, except for the pleasure scale, where scores are even. An ANOVA revealed significant differences between the two groups on intrinsic motivation, effort and enthusiasm ($p < 0.01$).

Table 33

Means and Standard Deviation for Young and Old Students

Scale	Young (n= 148)		Old (n= 167)	
	M	SD	M	SD
Intrinsic Motivation	4.1*	.5	3.9	.6
Honesty	4.3	.4	4.2	.6
Effort	3.8*	.5	3.6	.6
Commitment	3.1	.7	2.9	.8
Demand	4.0	.5	3.9	.7
Responsibility	4.4	.4	4.3	.6
Proactive Attitude	3.8	.5	3.7	.6
Enthusiasm	3.9*	.5	3.7	.6
Pleasure	3.3	.6	3.3	.7
Challenge	3.3	.6	3.2	.7

* $p < 0.01$

note : Age range 17-20 = young

Age range 21-28 = old

Begin year Saxion. The longer students are exposed to the current school culture (the earlier their begin year at SHS), the more they will absorb and internalize it into their current mind set. In order to test this assumption, respondents were divided into three groups, namely new (begin year 2012-2013), mid (begin year 2011) and old (begin year 2006-2010). An ANOVA has been carried out, in order to examine whether differences on the scores on any of the scales between rather new or rather old students exist. Additionally, the post-hoc test of Tukey has been performed in order to determine where these differences between the groups might lie. Results are reported in Table 34.

Table 34
Means and Standard Deviations for New, Mid and Old Students

Scales	New (n=95)		Mid (n=114)		Old (n=105)		Effect
	M	SD	M	SD	M	SD	
Intrinsic	4.1	.5	4.0	.5	3.9	.6	C*
Motivation	4.2	.5	4.3	.5	4.2	.6	
Honesty	3.8	.6	3.7	.5	3.5	.6	B*, C**
Effort	3.1	.7	3.0	.7	2.8	.8	C*
Commitment	4.0	.7	4.0	.5	3.9	.5	
Demand	4.4	.4	4.4	.4	4.2	.6	C*
Responsibility	3.8	.5	3.7	.5	3.6	.6	C*
Proactive Attitude	3.9	.5	3.9	.5	3.6	.6	
Enthusiasm	3.4	.7	3.3	.6	3.2	.6	B*, C**
Pleasure	3.4	.7	3.3	.6	3.2	.6	
Challenge	3.4	.6	3.3	.7	3.2	.7	

* p<0.01, ** p<0.001

note :

Beginyear 2012-2013 = New

Beginyear 2011 = Mid

Beginyear 2006-2010 = Old

A = main effect between New & Mid

B = main effect between Mid & Old

C = main effect between New & Old

As can be seen in Table 34, no significant differences were found, when comparing scores on the scales of students which either began in 2012 or 2013 (new), with the scores of students which began in 2011 (mid) at SHS. Further, the results indicate, that students which began in year 2006 through 2010 score lower on every scale, compared to students which began in 2011. Significant differences between students which began at SHS in 2011 (mid) and students which began to study in year 2006 through 2010 (old) were found on effort and enthusiasm ($p < 0.01$). Moreover, it can be seen in Table 34, that mean scores of students which began in year 2012 or 2013 (new) with students which began in year 2006 through 2010 (old) at SHS are higher for every scale, except for the honesty scale, where mean scores between the groups are even. Significant differences were found on intrinsic motivation, commitment, responsibility, proactive attitude ($p < 0.01$), effort and enthusiasm ($p < 0.001$).

Regression on Begin Year and Age. The correlation between begin year and age is $-.35$ ($p < .01$) indicating that the earlier a student began at SHS the older the student will likely be. In order to test whether the begin year and age of students bear an interaction effect, a between-subjects analysis of variance was carried out. No significant differences were found.

National Origin. People which differ in their national origin are expected to differ in the absorption or internalization of organizational values (Hofstede, 1985). Unfortunately, the vast majority of the respondents were of Dutch origin and out-groups based on nationality could not be formed in order to analyse differences on the mean scores on the scales with nationality as dependent factor.

Educational Background. It is possible that students will differ in their mean scores on cultural measures based on their educational background. However, an ANOVA revealed, that no differences between the mean scores on any of the scales, when comparing students scores on basis of educational background, exist. Therefore, no further analysis was carried out.

Location. It could be that students scores on the scales differ, because of the location they are studying. An ANOVA revealed, that no differences between the mean scores on any of the scales, when comparing students scores on basis of their location of study, either in Enschede or Deventer, exist. Therefore no further analysis was carried out.

Full-time vs. Part time. Students which study part time might differ in their scores on cultural measures as opposed to students which study full time. Unfortunately, all students in the study were full-time students, which is why no analysis could be carried out examining this hypothesis.

Sort of study. The sort of study a student is currently following might have an influence on how students score on cultural measures. However, an ANOVA revealed, that there exist no differences between the mean scores on any of the scales when comparing student's scores on basis of the sort of study. Therefore, no additional analysis was carried out.

Work in the field of their study. Students, which already work in their field of study are expected to score differently on school cultural measures. Yet, an ANOVA revealed, that there are no significant differences between the mean scores on the student school culture scales between students which work in their field of study or not.

Amount of EC's. Performing an ANOVA with amount of EC's earned as independent factor would make no sense, because it is a continuous variable. Therefore groups were created. When splitting all respondents, based on how much EC's they have earned into two groups (0-100 EC's group 1 and 101-300 EC's group 2) it can be seen that respondents in group 1 score slightly higher on all scales, except for the student demand scale where they score slightly lower than respondents in group 2 and, except for the student challenge scale where scores between the groups are even. The mean scores and standard deviations for both groups are depicted in Table 35. Significant differences were found on intrinsic motivation and enthusiasm ($p < 0.01$).

Table 35

Means and Standard Deviations for Students with Few or Many EC's Earned

Scale	Few European Credits (n= 189)		Many European Credits (n= 108)	
	M	SD	M	SD
Intrinsic Motivation	4.1*	.5	3.9	.6
Honesty	4.3	.5	4.2	.6
Effort	3.8	.6	3.6	.6
Commitment	3.1	.6	2.9	.8
Demand	3.9	.6	4.0	.6
Responsibility	4.4	.5	4.3	.6
Proactive Attitude	3.8	.5	3.7	.6
Enthusiasm	3.9*	.5	3.7	.6
Pleasure	3.4	.6	3.3	.6
Challenge	3.3	.7	3.3	.7

* $p < 0.01$

note :

0- 100 EC's earned = Few European Credits

101-300 EC's earned = More European Credits

Residence at parents place. Students, which live on their own or in a student house, could differ on their scores on the student school culture scales. But yet, an ANOVA revealed, that there exist no differences between the scores on any of the scales when comparing students scores on whether they live at their parents place or not. Therefore, no additional analysis was carried out.

Amount of Earlier Courses of Education. The amount of earlier courses of education might be of influence on students mean scores on the student school culture scales. Admittedly, an ANOVA revealed, that there exist no differences between the scores on any of the scales when comparing students mean scores on the amount of earlier courses of education.

Therefore no additional analysis was carried out.

Regression on Amount of EC's and Begin Year. Table 36 provides an overview of the correlations between Amount of EC's and the Begin Year on the mean scores on the ten student school culture scales. This analysis has been carried out in order to examine whether amount of EC's and/or the begin year might serve as decent predictors for students scores on the school culture scales. Explained variance by Amount of EC's and Begin Year are depicted as well.

Correlations between the factors and the student school culture scales are rather low, ranging from $-.18$ to $.24$. Furthermore, it can be seen that the amount of EC's earned correlates negatively with all student school culture scales, except with the student demand scale. Correlations between the amount of EC's earned and intrinsic motivation, effort, commitment, responsibility, proactive attitude and enthusiasm are significant ($p < .01$; $p < .05$, respectively).

Correlations between the begin year students began to study and the student school culture scales are all positive. Significant correlations were found on intrinsic motivation, commitment, responsibility, proactive attitude, enthusiasm and challenge ($p < .01$; $p < .05$, respectively).

When taking the amount of EC's earned and the begin year as predictors in the regression model, it can be seen that it correlates positively with all student school culture scales. The model, including both factors as predictors, revealed significant correlations on intrinsic motivation, effort, commitment, responsibility, proactive attitude, enthusiasm and challenge ($p < .01$; $p < .05$, respectively).

Explained variances by either one factor alone or both factors were small, ranging from zero to 6%.

Table 36

Correlations and Explained Variances between Scales and Amount of EC's earned and Begin Year

Predictors	Amount of EC's earned & Begin Year		Amount of EC's earned		Begin Year	
	r	r ²	r	r ²	r	r ²
Scales						
Intrinsic Motivation	.20**	.04	-.16**	.03	.19**	.04
Honesty	.09	.01	-.03	.00	.06	.00
Effort	.21**	.04	-.16**	.02	.21	.05
Commitment	.18**	.03	-.18**	.03	.14*	.02
Demand	.03	.00	.01	.00	.01	.00
Responsibility	.19**	.04	-.11*	.01	.18*	.03
Proactive Attitude	.16*	.03	-.15*	.02	.14*	.02
Enthusiasm	.24**	.06	-.16**	.03	.23**	.05
Pleasure	.07	.01	-.03	.00	.06	.00
Challenge	.17*	.03	-.08	.01	.15**	.02

*p<.05

**p<.01

Correlation Between the School Culture Scales. In order to test in how far the crafted scales relate to each other, correlations between the student school culture scales got examined. As can be seen in in Table 37, all of them correlate significantly with each other ($p < 0.01$) bearing low discriminant or divergent validity. The highest correlation is between the student responsibility and the student effort scale ($r = .81$). The lowest correlation is between commitment and honesty ($r = .17$). The student intrinsic motivation scale correlates quite high with all scales, with correlations ranging from .41 to .81. The student honesty scale correlates highest with responsibility ($r = .66$). The student effort scale coorelates highest with the student enthusiasm scale ($r = .77$) and with the student proactive attitude scale ($r = .71$). The student responsibility scale correlates highest with the student enthusiasm scale ($r = .65$) and with the student proactive attitude scale ($r = .61$). The student proactive attitude scale correlates highest with the student enthusiasm scale ($r = .68$) and with the student pleasure scale ($r = .62$). Lastly, the student pleasure scale correlates highest with the student challenge scale ($r = .61$). The rest of the correlations between the student school culture scales, although significant, are below .6 ($r < .6$).

Table 37

Correlations between the Student School Culture Scales

Scale	Intrinsic Motivation	Honesty	Effort	Commitment	Demand	Responsibility	Proactive Attitude	Enthusiasm	Pleasure
Intrinsic Motivation									
Honesty	.69*								
Effort	.81*	.50*							
Commitment	.47*	.17*	.52*						
Demand	.43*	.48*	.40*	.25*					
Responsibility	.68*	.66*	.59*	.28*	.59*				
Proactive Attitude	.69*	.46*	.71*	.49*	.43*	.61*			
Enthusiasm	.76*	.47*	.77*	.49*	.41*	.65*	.68*		
Pleasure	.55*	.33*	.57*	.49*	.41*	.39*	.62*	.54*	
Challenge	.54*	.22*	.59*	.55*	.24*	.36*	.57*	.59*	.61*

* p < 0.01

Varimax Rotation with Student School Culture Scales. Table 38 shows the principal component Varimax rotation analysis for all student school culture scales. The student intrinsic motivation, effort, proactive attitude and enthusiasm scales loaded higher than .5 on both factors. The student commitment, pleasure and challenge scale loaded on factor 1 only ($r > .5$). The student demand and responsibility scale loaded on factor 2 only ($r > .5$). 57% variance on the scores of the student school culture scales are explained by factor 1, while 13% are explained by factor 2.

Table 38

Factor Loadings of the Student School Culture Scales

Scale	Factor 1	Factor 2
Intrinsic Motivation	.58	.69
Honesty	.10	.86
Effort	.69	.53
Commitment	.80	.04
Demand	.15	.71
Responsibility	.27	.84
Proactive Attitude	.67	.51
Enthusiasm	.66	.55
Pleasure	.73	.28
Challenge	.84	.12

Conclusions Study 3

The results of study 3 seem satisfactory in the sense, that Cronbach's Alpha for each scale ranges from moderate to high. Thus, a valuable questionnaire was crafted and tested which measures ten different dimensions which lie at the heart of school culture. Table 39 summarizes the results from the final study, showing the amount of items and accompanied Cronbach's Alpha. Critical findings regarding salient, seemingly not ideally suited items to measure the concept at hand, concerned three items.

Item 3 of the student commitment scale (*I like it to prepare myself for lessons*) correlates .24 with the rest of the items, what is acceptable. However, removing this item would increase Cronbach's Alpha from .81 to .87. The item thus seemed not to be ideally suited to measure the dimension of commitment.

Item 5 of the student enthusiasm scale (*Other things are not influencing my study*) has a very low correlation with the rest of the items ($r = .05$) and removing this item would increase Cronbach's Alpha from .79 to .86. Either the item seemingly did not measure the dimension of enthusiasm or students were confused by this item, as it was negatively formulated.

Item 2 of the student pleasure scale (*A fire begins to burn, when I talk about my study*) correlated .28 with the rest of the items, what is acceptable. However, removing this item from the scale would increase Cronbach's Alpha from .80 to .85. Therefore, this item seemed not to measure the dimension of pleasure or students were confused about this item, as it includes a metaphor, which might have not been clear to every respondent.

Table 40

Amount of Items and Cronbach's Alpha per Scale

Scale	Amount of items	Cronbach's Alpha
Intrinsic Motivation	11	.87
Honesty	8	.87
Effort	10	.90
Commitment	5	.81
Demand	5	.64
Responsibility	10	.87
Proactive Attitude	5	.69
Enthusiasm	7	.79
Pleasure	5	.80
Challenge	4	.70

Concerning the analysis of the influence of the independent variables on the mean scores of the respondents, several things are important to mention.

First of all, gender seems to be influential on the scores of several scales. Significant differences were found on intrinsic motivation, effort, responsibility, honesty, commitment, proactive attitude and enthusiasm, with female students scoring significantly higher than their male counterpart. On all other scales female students score higher (except for the demand scale where the mean scores are even), however, differences were found to be insignificant. These findings support the assumption that female students are more ambitious and have greater affinity with schools than male students (European Commission, 2010). Additionally, it seems that male students have a lack of discipline and accompanied behavior (European Commission, 2010). Concerning all scales, on average, female respondents scored approximately 0.2 points higher than male respondents. It is up to future research to measure school culture in more schools and with a larger sample to validate this finding. Past research in Europe already investigated this question in basic and secondary schools, stating that gender is only one of the factors which are influential on student achievement and that it is difficult to assess pure gender differences across countries as other factors, such as cultural differences, might account for differences on cultural measures and achievement (European Commission, 2010).

Secondly, concerning age, the mean scores of older respondents (21-28 years of age) were marginally lower for all scales except for the student pleasure scale opposed to the mean scores of younger respondents (17-20 years of age). On average, older respondents score 0.1 points *lower*. Significant differences were found on intrinsic motivation, effort and enthusiasm. This indicates that older students might be less motivated and enthusiastic and seem to put less effort in their study than younger students. A reason for that might be that older students lose their motivation and enthusiasm over time and thus put less effort in their study. Another reason could be that the school culture at SHS is not strong, and that students which are exposed to the school culture a longer time absorb this bad culture. However, the relatively high mean scores for all students on the student culture scales indicate that the school culture at SHS is rather strong. Still another reason could be, that students might lose interest and/or find the study too hard, which is why they exert less effort and motivation. A pre-post test design examining scores of students on cultural dimensions longitudinally would shed more light on this, yet unsolved issue.

Thirdly, in order to examine whether the begin year students began to study at SHS is influential on the mean scores of the student school culture scales, three groups were created, based on the begin year at SHS. The first group consisted of students which began during 2012 and 2013 (new-group), while the second group consisted of students which began in 2011 (mid-group) and the third group of students which began during 2006 and 2010 (old-group). An ANOVA was carried out with the three groups and additionally, a post-hoc test was performed. This analysis revealed, that the mean scores of the new- and the mid-group do not differ significantly on the student school culture scales. Comparing the mid-group and the old-group revealed, that older students score slightly lower on all scales. Significant differences were found on effort and enthusiasm, indicating that students which study a longer time span at SHS seem to exert less effort and are less enthusiastic than students which began later. The results of the comparison between the new-group and the old-group supports this finding more strikingly, as significant differences were found on effort and enthusiasm as well, with students in the new-group scoring significantly higher on average. Moreover, significant differences on intrinsic motivation, commitment, responsibility, proactive attitude between the two groups were found. Students in the new-group score significantly higher than students in the old-group on these scales. Possible explanations for this finding match the ones given in the previous section on age. However, another reason could be that students in the old-group are so called long-term students. These students need more time to absolve their study in the regular time schedule. It could be, that these students score lower on the above named student school culture scales, as they are less motivated and/or committed to finish their study. Other reasons for this difference on the scores could also be the age of students, as students which began earlier to study, will most likely also be older. However, the between-subjects of variance analysis revealed, that, although the factors correlate significantly with each other, an interaction of the two factors is less likely, as exceedance probabilities for all scale were high.

Fourthly, ANOVAs were carried out for the sort of study a student is following, the location where the student is studying, the amount of earlier courses of education a student has undergone, the sort of educational background, whether students work in the field of their study and whether students reside at their parents place. The results of the ANOVAs revealed that none of these factors seem to have an influence on the scores on any scale. Consequently, it seems that these factors do not influence scores on cultural dimensions. Clearly, future research is needed in order to further examine these issues.

Fifthly, the amount of EC's earned at the moment of the investigation revealed significant differences between students which have earned up to 100 EC's and students which have earned 101-300 EC's on intrinsic motivation and enthusiasm, with students who have earned less EC's scoring higher on these scales. It seems, that students who already accomplished more courses than others seem to exert less motivation and enthusiasm towards their study. Future research is needed in order to validate this finding.

Sixthly, a regression on amount of EC's earned and begin year was carried out in order to test whether these factors serve as decent predictors for the scores on the student school culture scales. The relatively low correlations and explained variances of the factors with the student school culture scales indicate, that amount of EC's and the begin year and the scores on the student school culture scales are only partly related to each other. However, the fact, that the amount of EC's correlates negatively with almost all of the student school culture scales, leads to the assumption that the more EC's a student has earned the lower will be the accompanied score on school cultural measures. This assumption is also supported by the results of the ANOVA carried out earlier, where group of students were created on basis of EC's earned and related to the scores on the student school culture scales. Further, correlations between the begin year and the scores on the student school culture scales were all positive, leading to the assumption that the begin year relates to the scores on the student school culture scales. This assumption is supported by the earlier reported finding, where groups were created based on the begin year a student began to study, indicating that students which began earlier, score lower on the student school culture scales. However, taking both factors as predictors for scores on the student school culture scales, revealed no additional effects in terms of enhanced correlation and/or explained variance.

Seventhly, the correlations between the student school culture scales were examined. Correlations between the student school culture scales are all significant and quite high. This points to the fact, that they bear low divergent or discriminant validity. In other words, it is questionable whether the scales at hand really measure cultural values and accompanied behaviors. However, as stated earlier, intrinsic motivation seems to be a core construct, what can be seen by the high correlations on almost all scales. Moreover, the student effort scale correlates quite high with commitment, proactive attitude, enthusiasm and pleasure, what indicates that these three constructs relate to another superior construct. Further, correlations between honesty, responsibility and demand are considered high as well, what leads to the assumption that these three constructs are no distinct measures, but rather measure another superior factor. In the next paragraph it is elaborated on these findings.

Eighthly, a principal component Varimax rotation was carried out for all student school culture scales in order to investigate the question whether the student school culture scales measure different constructs. This analysis revealed that commitment, pleasure and challenge load high on factor 1 only ($r > .6$), what indicates that these three scales might belong to a higher order construct, which might be related to some sort of a drive students have towards their study and/or SHS itself, i.e. positive drive or feeling to study. Further, the student honesty, demand and responsibility scale load relatively low on factor 1 ($r < .3$). However, these three scales load high on factor 2 ($r > .7$), indicating that they measure a different, superior construct i.e. liability of students. The rest of the scales, namely intrinsic motivation, effort, proactive attitude and enthusiasm load quite high on both factors ($r > .5$) indicating that these scales do not distinctively measure one factor i.e. one construct. Rather an interpretation of this finding is, that these cultural measures are inherent to the two superior constructs named positive drive or feeling to study and liability of students. One might assume that being intrinsically motivated, putting effort in the study, having a proactive attitude towards studying and being enthusiastic in the study might be a positive condition for having a positive drive or feeling toward studying and being a liable student.

However, another interpretation of this analysis accompanied with the results of the correlation analysis between the student school culture scales could be the assumption, that the crafted student school culture scales seem to measure only two broad constructs or factors which are superior. It could be that honesty, demand and responsibility measure one construct i.e. liability. An assumption related to this interpretation of the results is, that responsible, honest and demanding students, intrinsically motivated seem to have some inner (ethic) code to adhere to the goals which are set by the schools and thereby fulfill their liability as students. Moreover, effort, commitment, proactive attitude, enthusiasm, pleasure and challenge either load higher on factor 1 in the principal component Varimax rotation analysis. Combining this finding with the examination of the correlations between the factors, leads to the assumption that these scales measure another, second factor at a higher level, i.e. optimism towards studying. The second factor seems to relate to a particular positive feeling and optimism towards studying. Concerning that factor 1 explains 57% variance on all of the student school culture scales (named optimism), while factor 2 only explains 13% (named liability), it seems that this factor is more important when measuring strong school culture. Future research should focus on such issues in order to determine whether strong school culture might indeed be a compound of only one or two factors, which are inherently related to particular sub compounds.

Bearing in mind, that respondents in the study came all from the same academy, namely MAL, where studies are somehow related to one another, it might be, that the sort of study would influence student's level on the scales when comparing students from more different studies. Think, for example about a comparison between students studying Economics and students studying Psychology. Clearly, future research is needed to examine this issue. Furthermore, it might be that the amount of earlier courses of education is influential on student's levels on the scales, when investigating the same cultural measures in another context and another sample. Moreover, both locations where the respondents are studying, lie in the Netherlands and are close to each other (approximately 60 kilometers). This proximity might have the consequence that the values and norms (the very entities which constitute school culture) in the schools in both locations resemble each other, which is why no significant differences could be found between the locations. It seems that the population is homogeneous on cultural values and norms. Especially concerning the fact, that both schools belong to SHS and management cooperates strongly together, complements the assumption that the school culture in both locations are much alike. It might be that differences of student's level on any of the scales might get ascertained when investigating more locations and various school forms in higher education. Therefore, future research in this area is needed.

Discussion

Conclusions and Suggestions for Future Research

The aim of the study was to develop a questionnaire which is measuring culture among students. This aim has been approved with the help of three consecutively carried out studies.

First, interviews were carried out with experienced teachers in order to examine the understanding of teachers about culture and to define student behaviors which mirror particular cultural dimensions, such as reliability. With the help of a content analysis following Krippendorff's approach (2004) 161 items were generated, which served as items in the pilot questionnaire. With the help of factor loadings analysis, suitable items were selected and unsuitable items were rejected based on strict criteria. The factor loadings analysis revealed that of the original 161 items, 67 items were suitably measuring school culture. Names were given to each of the group of items which loaded on a factor by the researcher and an associate. Ten different cultural dimensions were measured with the final questionnaire, namely intrinsic motivation, honesty, effort, commitment, demand, responsibility, proactive attitude, enthusiasm, pleasure and challenge. With the help of 70 items (one item was split into two and two items were added) a questionnaire measuring these ten different cultural dimensions was crafted and tested among more than 300 students studying at the SHS either in Enschede or Deventer. Internal consistency of the dimensions was high, as indicated by high to moderate values for Cronbach's Alpha. Demographic characteristics were examined with the help of ANOVA's, correlation analysis and post-hoc tests in order to define whether these are influential on the scores and in order to validate the student school culture scales. Main effects were reported for gender, age, begin year at SHS and amount of EC's earned and a decent overview of the results has been provided. The last analysis comprised a correlation analysis and a Varimax rotation analysis with the student school culture scales, respectively. Results of the correlation analysis were psychometrically weak, indicating low discriminant or divergent validity of the student school culture scales (high overlap between the scales), meaning that they seem not to measure distinct concepts as previously assumed. However, results of the Varimax rotation analysis led to the assumption that commitment, pleasure and challenge which loaded high on factor 1 only, are related to a higher order factor i.e. optimism or positive drive towards studying, while demand, responsibility and honesty, which loaded high on factor 2 only, are related to a different construct i.e. liability of students. The rest of the scales (intrinsic motivation, proactive attitude, enthusiasm and effort) did load high on both factors, leading to the assumption that

these cultural measures are inherent to the first and second higher order factor, named optimism or positive drive towards studying and liability of students previously. However, interpretations of these analyses are not straightforward. The fact that the first factor explains 57% of the variance on all student school culture scales while the second factor explains 13%, indicate that the student school culture scales measure only one broad construct relatively undefined. The high and significant correlations between all scales supports this assumption.

Female students scored higher on all scales, although not significantly on all of them. Female students seem to be more ambitious and willing to study than their male counterpart. They additionally seem to have more pleasure in studying and feel more responsible. Above conclusion matches what teachers in higher education observe among students. This points to the fact that the scales developed really seem to measure differences on a variety of cultural dimensions which seem to fit reality. This finding can be seen as a validation of the measurement constructs as female students really behave differently than male students in school (Education, A. 2010).

Main effects were also reported for age. Older students score lower on all scales, except for the student pleasure scale, with significant differences found on intrinsic motivation, effort and enthusiasm. The fact that these three scales correlate highly with each other and that all of them loaded high on both factors in the Varimax rotation analysis carried out for all scales, points to the fact that these scales are important measures when examining school culture. Taking these findings and argumentation together, it seems that older students seem to be less ambitious students which are less delighted by their study. It could be that the school culture at SHS is not positive at all and that students, which are exposed to this school culture, get unmotivated. There seems to be a response shift, in the sense that students become more realistic towards their study. However, the relatively high scores on the scales indicate the opposite. Longitudinal studies might reveal whether levels of students cultural scores eventually decline when they grew older, what might support and validate the findings and accompanied assumptions in this study.

Main effects were reported for the begin year of students at SHS, with students studying longer at the SHS, scoring *lower* on average on the scales. When comparing *new* students with *old* students, significant differences were found on intrinsic motivation, effort and enthusiasm, pointing to the fact that students might be quite ambitious and motivated at the beginning of the study, however, after studying some years, students seem to lose this motivation and ambition (response shift). Longitudinal studies are needed in order to support

and validate this assumption. Besides the significant differences on these three scales, differences on commitment, responsibility and proactive attitude were also found between the two groups. Commitment and proactive attitude seem to relate to one another as the correlation between these scales is quite high. Additionally, both scales score high on factor 1 in the Varimax rotation analysis, what indicates that these two dimensions seem to relate to one construct, what is related to some sort of an internal drive towards studying and/or a sense of belongingness to SHS, which seem to be stronger for newer students. This sort of feeling seems to decline over time. This holds for the student responsibility scale as well, with older students scoring significantly lower. These findings are somehow counter intuitive in the sense, that one might assume that when students study a longer time, they are also able to take more responsibility. More research in this area is needed in order to validate above outlined assumptions.

Lastly, main effects for the amount of credits earned have been found. Students with fewer EC's score higher on all scales, except for the student demand and challenge scale. Significant differences have been found on intrinsic motivation and enthusiasm, indicating that students with fewer EC's are more motivated and enthusiastic. It might be that this effect confounds with the begin year and/or age of the students, meaning that students with fewer EC's might also be younger and additionally more recently began to study at SHS. However, performing a hierarchical regression analysis with age, begin year and amount of EC's with the scores on the student school culture scales, revealed that no interaction effects seem to exist.

Longitudinal and more profound research in this area is needed in order to validate main effects of demographic characteristics found in this study. Future research should consider to follow particular cohorts, coupling various demographic characteristics of respondents. Examining begin year, age and amount of EC's earned might reveal more clear results, unraveling which demographic characteristics are most influential on cultural measures. It could also be, that an interaction effect between age or begin year, amount of EC's earned and cultural measures exists, which was not found in this study. Thus, it could be that older students (or students which already study a couple of years) with fewer EC's earned, score low on cultural measures, while younger students (or students which recently began to study) with few EC's earned score high on cultural measures. In order to validate this assumption it is suggested to take longitudinal repeated measures among students. Only then one might be able to define how student's scores on cultural measures develop over time and which demographic characteristics are decent predictors. This would be a fruitful

approach, as the schools management staff could understand students development over time and could take measures to improve school culture accordingly.

Concerning bespoke demographical characteristics and others, where no significant differences have been found in this study, it could be that enlarging the sample and widening the context, thus examining more different forms of schools in higher education in different countries, would reveal other results than the ones found in this study. Therefore, the results, accompanied interpretations and conclusions should get enjoyed with caution.

Generalizations about the findings is almost impossible, although they match what teachers observe in reality.

Concerning the assumptions, whether the student school culture scales do measure only one or two factors which are superior, it is suggested to perform focus group with students. It could be that students are able to identify more clearly, what strong school culture entails specifically and whether it is related to the concepts identified in this research. Future research should try to adapt this suggestion.

An interest finding concerns the concept of enthusiasm. During the first study, teacher 1 stated that the average student is not enthusiastic at all. Teacher 3 stated that enthusiasm is rarely common among first year students, but at a later stage enthusiasm might develop. However, some students will never develop enthusiasm. Teacher 6 stated that the degree of enthusiasm has nothing to do with the duration students study. In his view, students which are enthusiastic right at the beginning of the study will be so in the upcoming years. According to him other students will never become enthusiastic. Reported findings in this study concerning enthusiasm, lead to different assumptions about enthusiasm among students. Enthusiasm might be higher when students begin to study or if they are young, contrary to the assumptions of some teachers. Older students and students which study a longer time at SHS had lower levels of enthusiasm than younger students and students which study a shorter time at SHS. It might be that the level of enthusiasm declines over time and does not increase as some teachers assumed. It might be that students are very excited and interested at the beginning of their study, however lose this excitement and/or interest over time. Reasons for this decline could be that students might develop some sort of resignation during their time of studying. This is supported by the finding that older students score significantly lower on intrinsic motivation and effort. Thus, an assumption about this finding is, that the level of enthusiasm, intrinsic motivation and effort might decline over time. However, this study investigated a cross sectional data set, which is why no conclusions can be drawn about the development of particular scores on the cultural measures or the maturation of students.

Therefore, future research investigating a longitudinal repeated measure, quasi-experimental design could lead to a more profound understanding of what constitutes the concept of enthusiasm and what shapes its development among students over time.

Limitations

Some limitations have already been named in the previous section. However, some more limitations are apparent in this study. The fact that only one school was examined is a strong limitation for the generalization of the findings in this study. Future research should include a much larger sample on different schools, different forms of schools and, most preferably, also in different countries. Only then, findings could get generalized.

Another limitation concerns the fact, that the investigated sample in this study comprised only students studying at one academy within SHS, namely MAL. The finding, that no differences on the scores of the scales were found between respondents following different studies, might indicate, that it also does not matter to which academy a student belongs. Future research should strive to further deepen our understanding of this issue.

An additional limitation concerns the scales crafted in this study. Although satisfactory results have been approved, Cronbach's Alpha is rather a trivial measure and therefore the scales need to get standardized. Accordingly, a larger and a more diverse sample is needed in order to do so. Moreover, the scales only concern cultural dimensions among students, but no other stakeholders in the school (teachers, management, administrative workers). Moreover, items were generated based on the interviews of teachers within the school. Although this approach seems reasonable, it is also a methodological choice. It might be that these teachers are somehow biased. Consequently, students should also get consulted in future research in order to identify what a strong school culture means to them. Only if all stakeholders are examined and a grasp on the dynamic process of interactions between these entities is reached, our understanding of what constitutes strong school culture and its development will get widened.

Another question unanswered is how the ten scales scores relate to one another. It could be that one dimension, i.e. intrinsic motivation, is related to effort. If such relations between such concepts would be clear, one might use particular factors as a predictor for another factor. Put it more concretely, it might be that a student's level of intrinsic motivation predicts levels of effort. Moreover, moderating or mediating effects between different factors could exist. Correlation matrices between the items of the different scales could be used in

order to test a model. The correlation analysis between the student school culture scales and the varimax Rotation Analysis already tries to make an attempt how the factors are internally related. However, results were not plain, but rather mixed which allows for different sorts of interpretations which need to get tested, before leaping to conclusions.

As the interaction of various cultures within the classroom have been stressed in the introduction of this paper, future research should find out more about these interactions in schools. Therefore it is suggested to measure the culture of teachers as well. Subsequently, one might examine whether the amount of contact hours students spend with particular teachers have an influence on the student's level on cultural measures.

Advice to Management Staff of Schools

Managers of schools are advised to further examine the critical finding and the accompanied reasons why enthusiasm, intrinsic motivation and effort, among other cultural measures, seem to decline over time. The results of this study clearly indicate that the longer a student studies at SHS, the lower his/her levels on cultural measures. Actually, during their time of studying, students should become more enthusiastic, motivated and should exert more effort as the study material should be more challenging to them. However, the results of this study disconfirm this assumption. Focus groups and or interviews could get carried out with students which study some time at SHS, asking them how their feeling towards their study (or particular courses) and SHS in general has developed. Moreover, although difficult to reach, (early) dropouts should get interviewed about why they left SHS.

Concerning the finding that female students score higher on cultural measures than male students, it could be worth trying to use girls as schools ambassadors. Moreover, it would be worth trying to mix up groups with male and female students when they have to perform group work. As stated in the introduction, attitudes and feelings of members in a culture mutually influence each other (Brown, 2004). Therefore, it is advised to form groups with male and female students. However, when experimenting with such settings, cautious examination is needed, whether this mutual influence is not counterproductive, in the sense that male students influence female students more than the other way around. Concerning the finding, that male students seem to have somewhat stronger self confidence (European Commission, 2010), it could be worth trying to assign particular parts of the group work to male students (giving a presentation) and others to girls (writing the assignment). Ideally, both groups will learn from each other's strengths leading to a synergy.

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Appendix 1

Short Description of the Brochure by the Academy of Management and Law (MAL)

(or click [here](#).)

Their course in educating students includes to develop, good world citizens, good practitioners, actively committed world improvers, in order to stay an A academy in their field. Further their principals and cultural values guide this development of the students. Note that they destine that these values and principals hold for both parties, students and teachers as well. Their guiding principles are inspire to grow, integrity and passion. Further they define their culture by the following dimensions: commitment, responsibility, reliability, animation, didactic skills, willingness to change, flexibility and creativity.

Appendix 2

Interview Guide

Semi structureerde interview guide met betrekking tot de cultuurbegrippen integriteit, betrokkenheid, verantwoordelijkheid en bevoegenheid bij de Academie Bestuur & Recht van Saxion Hoge School.

Introductie:

Beste (*naam docent*).

Alvast hartstikke bedankt dat je mee wilt doen bij dit interview.

Reactie docent.

Ik ga onderzoek doen naar de cultuur binnen de Academie Bestuur en Recht, Saxion te Deventer en te Enschede. Met behulp van dit interview wil ik graag nagaan wat docenten die werkzaam zijn bij ABR onder bepaalde cultuurbegrippen verstaan en wat ze hierover denken.

Als dit is gebeurt ga ik aan de hand hiervan een vragenlijst opzetten en bij studenten van ABR afnemen. Deze ga ik vervolgens analyseren om te kijken hoe studenten op de verschillende begrippen antwoorden.

Reactie docent.

Cultuur gaat immers over normen, waarden en geloven wat zich uit in bepaald gedrag.

Wat is betrouwbaarheid nou eigenlijk?

Wat is verantwoordelijk gedrag aan de kant van de student?

Waar hangt betrokkenheid van af?

Hoe kan men bepaalde gewenste gedragingen bevorderen?

Dat zo vragen probeer ik tenslotte te beantwoorden.

Reactie docent.

In het boekje van ABR “Met recht de beste” worden verschillende cultuurbegrippen genoemd waaronder: **betrouwbaarheid, betrokkenheid, verantwoordelijkheid** en **bevoegenheid**. Deze begrippen vormen het hart van de cultuur. Daarom wil ik je graag over deze begrippen vragen gaan stellen.

Reactie docent.

Bij elk begrip ben ik in eerste instantie immers geïnteresseerd in wat jij hieronder verstaat en wat niet. Deze eerste vraag is altijd heel breed en niet altijd even makkelijk te beantwoorden.

Vervolgens wil ik graag weten welke gedragingen je bij studenten ziet, die volgens jou het begrip weer spiegelen of juist niet en waar deze gedragingen van af hangen.

Afsluitende vraag is altijd hoe men desbetreffende trek, bijvoorbeeld betrokkenheid bij studenten kan bevorderen.

We gaan dus van heel breed naar steeds meer concreet.

Reactie docent.

Hier en daar zal ik waar nodig, vervolgvragen stellen.

Is dat duidelijk?

Reactie docent.

Het interview zal in zijn geheel ongeveer 45-60 Minuten duren.

Omdat ik alle interviews graag wil analyseren na afname, wil ik ons gesprek graag opnemen. Let wel dat alles wat wij hier bespreken streng vertrouwelijk is en niemand behalve ik het interview zal horen.

Heb je iets ertegen als ik het interview opneem?

Reactie docent.

Als de docent zegt dat het geen probleem is, begin met de opname en ga door.

Als de docent het er niet mee eens is, pak dan een pen en papier en probeer zo veel mogelijk op te schrijven.

Ok. Heb je nog vragen voordat we beginnen?

Reactie docent.

Indien de docent vragen heeft, beantwoord deze, anders ga door met Issue 1.

Begin Interview

Issue 1: Betrouwbaarheid

Oke, dan schakel ik de recorder nou in en gaan we het hebben over het eerste begrip, namelijk betrouwbaarheid.

Vraag 1:

Wil jij mij uitleggen wat jij onder betrouwbaarheid verstaat?

Als de docent niet uit de voeten komt zeg dan het volgende:

1a) Ik weet het zijn lastige vragen waar geen makkelijk antwoord op is. Misschien kun je mij voorbeelden noemen van betrouwbaar gedrag?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

*1b) Of kun jij mij voorbeelden noemen wat betrouwbaarheid **niet** is?*

Reactie docent.

Als de docent onduidelijk is in zijn uitspraken stimuleer hem dan zijn gedachtes te concretiseren.

Als de docent niets toe te voegen heeft ga door naar de volgende vraag.

Indien de docent in vraag 1 al voorbeelden van betrouwbaar gedrag heeft gegeven ga door naar vraag 3.

Vraag 2:

Wat is volgens jou betrouwbaar gedrag van studenten?

Reactie docent.

Ok dan gaan we nu door naar het volgende begrip, namelijk betrokkenheid.

Issue 2: Betrokkenheid

Vraag 3:

Wil jij mij uitleggen wat jij onder betrokkenheid verstaat?

Als de docent niet uit de voeten komt zeg dan het volgende:

3a) Ik weet het zijn lastige vragen waar geen makkelijk antwoord op is. Misschien kun je mij voorbeelden

noemen van betrokken gedrag?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

3b) Of kun jij mij voorbeelden noemen wat betrokkenheid **niet** is?

Reactie docent.

Als de docent onduidelijk is in zijn uitspraken stimuleer hem dan zijn gedachtes te concretiseren.

Als de docent niets toe te voegen heeft ga door naar de volgende vraag.

Indien de docent in vraag 1 al voorbeelden van betrokken gedrag heeft gegeven ga naar vraag 5.

Vraag 4:

Welke gedragingen (of aspecten van gedragingen) spiegelen volgens jou het begrip van betrokkenheid bij studenten weer?

Reactie docent.

Ok, dan gaan we nu door naar het volgende begrip, namelijk verantwoordelijkheid.

Issue 3: Verantwoordelijkheid

Vraag 5:

Wil jij mij uitleggen wat jij onder verantwoordelijkheid verstaat?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

5a) Ik weet het zijn lastige vragen waar geen makkelijk antwoord op is. Misschien kun je mij voorbeelden noemen van verantwoordelijk gedrag?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

5b) Of kun jij mij voorbeelden noemen wat verantwoordelijkheid **niet** is?

Reactie docent.

Als de docent onduidelijk is in zijn uitspraken stimuleer hem dan zijn gedachtes te concretiseren.

Als de docent niets toe te voegen heeft ga door naar de volgende vraag.

Indien de docent in vraag 1 al voorbeelden van verantwoordelijk gedrag heeft gegeven ga naar vraag 7.

Vraag 6:

Welke gedragingen (of aspecten van gedragingen) spiegelen volgens jou verantwoordelijkheid bij studenten weer?

Reactie docent.

Ok, dan gaan we nu door naar het volgende begrip, namelijk bevlogenheid.

Issue 4: Bevlogenheid

Vraag 7:

Wil jij mij uitleggen wat jij onder bevlogenheid verstaat?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

7a) Ik weet het zijn lastige vragen waar geen makkelijk antwoord op is. Misschien kun je mij voorbeelden noemen van bevlogen gedrag?

Reactie docent.

Als de docent niet uit de voeten komt zeg dan het volgende:

7b) Of kun jij mij voorbeelden noemen wat bevlogenheid **niet** is?

Reactie docent.

Als de docent onduidelijk is in zijn uitspraken stimuleer hem dan zijn gedachtes te concretiseren.

Als de docent niets toe te voegen heeft ga door naar de volgende vraag.

Indien de docent in vraag 1 al voorbeelden van bevlogen gedrag heeft gegeven sluit het interview af.

Vraag 8:

Welke gedragingen (of aspecten van gedragingen) spiegelen volgens jou het begrip van bevlogenheid bij studenten weer?

Reactie docent.

Opzich zijn we dan ook klaar met het interview. Heb je nog opmerkingen en/of aanvullingen?

Reactie docent.

Als de docent nog aanvullingen heeft, ga erop in en hak na waar nodig.

Als de docent geen aanvullingen heeft, beëindig het interview met de volgende zin.

Oke. Prima. Dan wil ik jou hartelijk danken voor je medewerking. Uiteraard hoor je van de resultaten die voort komen uit mijn onderzoek.

Einde Interview

Appendix 3

Pilot Questionnaire

Beste Student van Saxion.

Deze vragenlijst maakt deel uit van een onderzoek naar de rol en houding van studenten over hun studie.

Alle vragen gaan over jouw rol en houding als student met betrekking tot je studie en de Hogeschool.

Beantwoord de vragen door het antwoord aan te vinken dat het meest van toepassing is op jou persoonlijk.

Baseer je antwoord niet op eenmalige gebeurtenissen, maar op de manier die in het algemeen op jou van toepassing is. Het gaat in het onderzoek namelijk om jouw houding als student in het algemeen.

Probeer niet te lang over een vraag na te denken, want vaak is het antwoord dat het eerste in je opkomt het meest van toepassing.

Het invullen van de vragenlijst zal ongeveer 20-25 minuten duren. Als je een antwoord wil veranderen, omcirkel dan het foute antwoord en vink vervolgens je nieuwe antwoord aan. (zie het voorbeeld hieronder).

Helemaal
mee eens



Helemaal
mee
oneens

De resultaten van deze vragenlijst worden streng vertrouwelijk behandeld.

Wil je erop letten dat alle vragen beantwoord zijn?

Hartstikke bedankt alvast!!!

De onderstaande vragen gaan over je houding als student.

1. Als ik zeg iets te gaan doen in het kader van mijn studie, dan doe ik mijn best dat ook daadwerkelijk waar te maken.

helemaal mee eens helemaal me oneens

2. Ik lever opdrachten altijd op tijd in.

helemaal mee eens helemaal me oneens

3. Ik ben wel eens meegelift bij een groepsopdracht.

helemaal mee eens helemaal me oneens

4. Ik weet niet goed wat plagiaat is.

helemaal mee eens helemaal me oneens

5. Als ik een opdracht maak voor mijn studie copieer en plak ik regelmatig teksten uit andere bronnen.

helemaal mee eens helemaal me oneens

6. Bij groepswork kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.

helemaal mee eens helemaal me oneens

7. Tegen groepsleden ben ik altijd eerlijk.

helemaal mee eens helemaal me oneens

8. De dingen die ik zeg te doen, kom ik altijd na.

helemaal mee eens helemaal me oneens

9. Afkijken bij tentamens vind ik niet kunnen.

helemaal mee eens helemaal me oneens

10. Ik heb wel eens gefraudeerd bij een tentamen.

helemaal mee eens helemaal me oneens

11. Meestal bereid ik mij niet voor op een les.

helemaal mee eens helemaal me oneens

12. Ik lever bij opdrachten altijd teksten in, waarvan ik mijn deel altijd zelf heb geschreven.

helemaal mee eens helemaal me oneens

13. Ik maak opdrachten altijd op het laatste moment.

helemaal mee eens helemaal me oneens

13. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.

helemaal mee eens helemaal me oneens

14. Wat ik beloof, maak ik ook waar.

helemaal mee eens helemaal me oneens

15. Ik ga helemaal voor mijn studie.

helemaal mee eens helemaal me oneens

16. Ik ben altijd eerlijk tegen de docenten.

helemaal mee eens helemaal me oneens

17. Vertrouwen is voor mij heel erg belangrijk.

helemaal mee eens helemaal me oneens

18. Bij groepswerk let ik op dat ik altijd voldoende bijdraag aan het eindresultaat.

helemaal mee eens helemaal me oneens

19. Ik ben heel erg gefocused op mijn studie.

helemaal mee eens helemaal me oneens

20. Ik ben niet echt serieus bezig met mijn studie.

helemaal mee eens helemaal me oneens

21. Als ik mijn huiswerk een keer niet maak, is er ook echt wat aan de hand met mij.

helemaal mee eens helemaal me oneens

22. Ik ben zeer actief bezig met mijn studie.

helemaal mee eens helemaal me oneens

23. Ik kom mijn afspraken altijd na.

helemaal mee eens helemaal me oneens

24. Bij deadlines zorg ik ervoor dat de opdracht altijd ruim op tijd klaar is.

helemaal mee eens helemaal me oneens

25. Als ik niet bij een les kan zijn, dan meld ik mij af.

helemaal mee eens helemaal me oneens

26. Ik neem het initiatief in mijn studie.

helemaal mee eens helemaal me oneens

27. Ik wil altijd meer dan “een zesje” halen.

helemaal mee eens helemaal me oneens

28. Ik probeer bij individueel werk of groepsopdrachten altijd de hoogste kwaliteit te realiseren.

helemaal mee eens helemaal me oneens

29. Ik maak wel eens gebruik van huiswerk dat door een ander is gemaakt.

helemaal mee eens helemaal me oneens

30. Als er vanuit Saxion iets sociaals organiseerd wordt, vind ik het belangrijk dat men daar aanwezig is.

helemaal mee eens helemaal me oneens

31. Ik ben trots dat ik op de Saxion Hogeschool ben.

helemaal mee eens helemaal me oneens

32. Ik lever nooit meer inspanning dan wat van mij verwacht wordt.

helemaal mee eens helemaal me oneens

33. Ik vind het belangrijk om mijn leerontwikkelingen te monitoren.

helemaal mee eens helemaal me oneens

34. Mee doen in de les vind ik belangrijk.

helemaal mee eens helemaal me oneens

35. Mijn werk is het resultaat van mijn individuele inzet.

helemaal mee eens helemaal me oneens

36. Ik vind het belangrijk een vak niet alleen te halen maar ook de stof te verinnerlijken.

helemaal mee eens helemaal me oneens

37. Als ik een opdracht doe, probeer ik een stapje extra te doen.

helemaal mee eens helemaal me oneens

38. Ik doe af en toe wel meer werk dan nodig is.

helemaal mee eens helemaal me oneens

39. In mijn studie ga ik mijn eigen weg.

helemaal mee eens helemaal me oneens

40. Ik stimuleer mijn mede studenten.

helemaal mee eens helemaal me oneens

41. Ik wil bijdragen aan de onderwijskwaliteit.

helemaal mee eens helemaal me oneens

42. Ik voel me betrokken bij mijn opleiding.

helemaal mee eens helemaal me oneens

43. Ik weet wat er in het beroepsveld van mijn opleiding speelt.

helemaal mee eens helemaal me oneens

44. Ik ken het beroepsveld van mijn opleiding.

helemaal mee eens helemaal me oneens

45. Ik voel me betrokken bij Saxion.

helemaal mee eens helemaal me oneens

46. Als de opleiding iets extra's van mij vraagt, werk ik graag mee.

helemaal mee eens helemaal me oneens

47. Ik doe mee aan evaluatie onderzoeken.

helemaal mee eens helemaal me oneens

48. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.

helemaal mee eens helemaal me oneens

49. Ik steek veel moeite in opdrachten.

helemaal mee eens helemaal me oneens

50. Ik heb een interne drive mijn studie af te maken.

helemaal mee eens helemaal me oneens

51. Ik steek veel moeite in mijn huiswerk.

helemaal mee eens helemaal me oneens

52. Ik heb interesse om een uitje met de opleiding te organiseren.

helemaal mee eens helemaal me oneens

53. Als ik het inhoudelijk niet met de docent eens ben, dan durf ik mijn nek uit te steken.

helemaal mee eens helemaal me oneens

54. Ik monitor de voortgang van mijn studie.

helemaal mee eens helemaal me oneens

55. Ik zoek actief contact met docenten.

helemaal mee eens helemaal me oneens

56. Ik vind het leuk om mij voorbereiden voor een les.

helemaal mee eens helemaal me oneens

57. Eigen initiatief vind ik belangrijk in mijn studie.

- helemaal mee eens helemaal me oneens
- 58. Ik voel me aangesloten bij Saxion.**
- helemaal mee eens helemaal me oneens
- 59. Ik ben gedreven in mijn studie.**
- helemaal mee eens helemaal me oneens
- 60. Ik stop veel energie in mijn studie.**
- helemaal mee eens helemaal me oneens
- 61. In lessen denk ik altijd mee.**
- helemaal mee eens helemaal me oneens
- 62. Ik lees wel eens extra artikelen die bij mijn studie aansluiten, maar wat geen officieel leer materiaal is.**
- helemaal mee eens helemaal me oneens
- 63. Ik spreek de docent aan op dingen die in de praktijk gebeuren.**
- helemaal mee eens helemaal me oneens
- 64. Ik denk er graag over na, hoe men de opleiding kan verbeteren.**
- helemaal mee eens helemaal me oneens
- 65. De docent moet mij iets bieden.**
- helemaal mee eens helemaal me oneens
- 66. In de les hoef ik alleen maar te luisteren.**
- helemaal mee eens helemaal me oneens
- 67. Ik verplaats me af en toe in de rol van een docent.**
- helemaal mee eens helemaal me oneens
- 68. Als ik afgestudeerd ben, wil ik wel eens mijn werk uit leggen aan eerste jaars.**
- helemaal mee eens helemaal me oneens
- 69. Ik voel mij een Saxioner.**
- helemaal mee eens helemaal me oneens
- 70. Ik evalueer zelf regelmatig wat ik heb geleerd.**
- helemaal mee eens helemaal me oneens
- 71. Als ik vragen heb dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.**
- helemaal mee eens helemaal me oneens
- 72. Ik ben geïnteresseerd in mijn domein.**
- helemaal mee eens helemaal me oneens
- 73. Ik heb affiniteit met mijn studie.**
- helemaal mee eens helemaal me oneens
- 74. Ik ben gemotiveerd in mijn studie.**
- helemaal mee eens helemaal me oneens
- 75. Ik wordt gestimuleert door mijn studie.**
- helemaal mee eens helemaal me oneens
- 76. Ik probeer altijd actief mee te doen in de les.**
- helemaal mee eens helemaal me oneens

77. Ik ben niet snel geneigd om een les te verzuimen.

helemaal mee eens helemaal me oneens

78. Ik stel nog wel eens een vraag als mij iets uit de vorige les niet duidelijk is.

helemaal mee eens helemaal me oneens

79. Ik vind de onderwerpen in mijn studie interessant.

helemaal mee eens helemaal me oneens

80. Als ik iets niet waar kan maken dan voel ik mij slecht.

helemaal mee eens helemaal me oneens

81. Ik let op mijn eigen studie voortgang.

helemaal mee eens helemaal me oneens

82. Ik wil straks een goede beroepsbeoefenaar worden.

helemaal mee eens helemaal me oneens

83. Ik studeer hard.

helemaal mee eens helemaal me oneens

84. Ik manage mijn tijd zodat de school niet te kort komt.

helemaal mee eens helemaal me oneens

85. School is voor mij niet prioriteit nummer 1.

helemaal mee eens helemaal me oneens

86. Groepswerk probeer ik mij eigen te maken.

helemaal mee eens helemaal me oneens

87. Ik heb bewust voor mijn studie gekozen.

helemaal mee eens helemaal me oneens

88. Ik pak mijn studie serieus op.

helemaal mee eens helemaal me oneens

89. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen.

helemaal mee eens helemaal me oneens

90. Ik voel me volledig verantwoordelijk voor mijn resultaten.

helemaal mee eens helemaal me oneens

91. Dingen die ik geacht wordt te doen pak ik serieus op.

helemaal mee eens helemaal me oneens

92. Moeilijke vraagstukken: Hier loop ik niet van weg maar geef ik alles om tot een oplossing te komen.

helemaal mee eens helemaal me oneens

93. Ik wil aan de verwachtingen van mijn docenten voldoen.

helemaal mee eens helemaal me oneens

94. Kritiek neem ik serieus.

helemaal mee eens helemaal me oneens

95. Ik vind het leuk om dingen zelf te regelen.

helemaal mee eens helemaal me oneens

96. Ik kan mijn dingen op school goed regelen.

- helemaal mee eens helemaal me oneens
- 97. Als ik het nu al niet goed doe, dan zal ik straks geen goede beroepsbeoefenaar worden.**
- helemaal mee eens helemaal me oneens
- 98. Ik neem kritiek mee in mijn loopbaan als student.**
- helemaal mee eens helemaal me oneens
- 99. Ik ben eigenaar van mijn studie.**
- helemaal mee eens helemaal me oneens
- 100. Ik let op mijn studieloopbaan.**
- helemaal mee eens helemaal me oneens
- 101. Als ik iets fout doe, dan wijs ik ook naar mijzelf en probeer ik dat de volgende keer beter te doen.**
- helemaal mee eens helemaal me oneens
- 102. Ik ben proactief bezig met mijn studie.**
- helemaal mee eens helemaal me oneens
- 103. Voor de tentamens begin ik ruim voor de tijd met studeren.**
- helemaal mee eens helemaal me oneens
- 104. Ik leg rekenschap af voor mijn doen en laten.**
- helemaal mee eens helemaal me oneens
- 105. Ik ben aanspreekbaar op mijn doen en laten.**
- helemaal mee eens helemaal me oneens
- 106. Ik streef ernaar om opdrachten altijd op tijd klaar te hebben.**
- helemaal mee eens helemaal me oneens
- 107. Ik ben mij bewust dat ik vrijwillig studeer.**
- helemaal mee eens helemaal me oneens
- 108. Ik kan mij zelf goed disciplineren.**
- helemaal mee eens helemaal me oneens
- 109. Voorbereid naar de les is voor mij een must, omdat dat mijn taak is als student.**
- helemaal mee eens helemaal me oneens
- 110. Ik let erop dat ik altijd goed voorbereid ben in een les.**
- helemaal mee eens helemaal me oneens
- 111. Ik let erop dat ik materiaal wat ik nodig heb in een les altijd bij mij heb.**
- helemaal mee eens helemaal me oneens
- 112. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.**
- helemaal mee eens helemaal me oneens
- 113. Ik wil mijn studie goed afronden.**
- helemaal mee eens helemaal me oneens
- 114. Ik wil de studiepunten van mijn studie per jaar behalen.**
- helemaal mee eens helemaal me oneens
- 115. De voornaamste reden om te studeren is mijn diploma behalen.**
- helemaal mee eens helemaal me oneens

116. Ik wil niet alleen mijn diploma behalen maar vooral veel leren.

helemaal mee eens helemaal me oneens

117. Mijn studie is het begin van mijn carrière.

helemaal mee eens helemaal me oneens

118. Ik heb de regie over mijn studie.

helemaal mee eens helemaal me oneens

119. Ik heb een duidelijk overzicht over mijn studievoortgang.

helemaal mee eens helemaal me oneens

120. Onvoorbereid gaan naar de bespreking van een groepsopdracht komt vaak bij mij voor.

helemaal mee eens helemaal me oneens

121. Ik doe soms meer dan wat van mij verwacht wordt.

helemaal mee eens helemaal me oneens

122. Als je studeert dan moet je echt “erop zitten“.

helemaal mee eens helemaal me oneens

123. Studeren is net werken, omdat men voor iets verantwoordelijk is.

helemaal mee eens helemaal me oneens

124. Ik heb passie voor mijn studie.

helemaal mee eens helemaal me oneens

125. Het boeit mij om de link tussen praktijk en theorie te zien.

helemaal mee eens helemaal me oneens

126. Ik ben gelukkig met mijn studiekeuze.

helemaal mee eens helemaal me oneens

127. Ik studeer intensief.

helemaal mee eens helemaal me oneens

128. Mijn studie drijft mij.

helemaal mee eens helemaal me oneens

129. Mijn energieniveau is vrij hoog.

helemaal mee eens helemaal me oneens

130. Ik doe graag iets extras.

helemaal mee eens helemaal me oneens

131. Ik ben toe gewijd aan mijn studie.

helemaal mee eens helemaal me oneens

132. Ik verdiep mij altijd in de stof.

helemaal mee eens helemaal me oneens

133. Thuis ben ik sterk geconcentreerd als ik voor school bezig ben.

helemaal mee eens helemaal me oneens

134. Ik studeer graag.

helemaal mee eens helemaal me oneens

135. Ik zit hier op school als consument.

- helemaal mee eens helemaal me oneens
- 136. Bij mij gaat een vuurtje branden, als ik het over mijn studie heb.**
- helemaal mee eens helemaal me oneens
- 137. Ik word er blij van als ik studeer.**
- helemaal mee eens helemaal me oneens
- 138. Op Saxion is ABR de goede plek voor mij.**
- helemaal mee eens helemaal me oneens
- 139. Ik wil alles opnemen wat mij op Saxion geboden wordt.**
- helemaal mee eens helemaal me oneens
- 140. Ik ga helemaal voor mijn studie.**
- helemaal mee eens helemaal me oneens
- 141. Ik zie het al helemaal voor mij hoe ik straks aan het werk ben.**
- helemaal mee eens helemaal me oneens
- 142. Ik denk er niet over na wat ik met het geleerde straks in de praktijk kan.**
- helemaal mee eens helemaal me oneens
- 143. Ik ben een enthousiaste student.**
- helemaal mee eens helemaal me oneens
- 144. Ik voel me toch iets meer dan alleen betrokken naar mijn studie.**
- helemaal mee eens helemaal me oneens
- 145. Ik ben erg gemotiveerd mijn studie af te maken.**
- helemaal mee eens helemaal me oneens
- 146. In mijn studie voel ik mij energiek.**
- helemaal mee eens helemaal me oneens
- 147. Ik zou me wel willen inzetten voor een studievereniging.**
- helemaal mee eens helemaal me oneens
- 148. Ik ben lid van een studentenvereniging.**
- helemaal mee eens helemaal me oneens
- 149. Ik heb een positieve houding ten opzichte van mijn studie.**
- helemaal mee eens helemaal me oneens
- 150. Als het om mijn studie gaat, ben ik erg ambitieus.**
- helemaal mee eens helemaal me oneens
- 151. Ik ben gemotiveerd om iets extras te bereiken.**
- helemaal mee eens helemaal me oneens
- 152. Ik ben vanuit mijzelf gemotiveerd.**
- helemaal mee eens helemaal me oneens
- 153. Ik doe mijn studie omdat ik de onderwerpen stimulerend vind.**
- helemaal mee eens helemaal me oneens
- 154. Mijn studie heeft de hoogste prioriteit.**
- helemaal mee eens helemaal me oneens
- 155. Ik laat andere dingen niet voor mijn studie lopen.**

helemaal mee eens helemaal me oneens

156. Een matige inzet wat betreft de studie is genoeg voor mij.

helemaal mee eens helemaal me oneens

157. Door een opdracht laat ik me graag leiden.

helemaal mee eens helemaal me oneens

158. Een onderwerp analyseer ik graag helemaal.

helemaal mee eens helemaal me oneens

159. Ook al zijn dingen moeilijk, ik zet mij er wel voor in het zo goed mogelijk te proberen.

helemaal mee eens helemaal me oneens

160. De meeste vakken vind ik interessant.

helemaal mee eens helemaal me oneens

161. Zelf op zoek gaan naar relevante literatuur vind ik boeiend.

helemaal mee eens helemaal me oneens

162. Ik heb er plezier in mijn studiegebied te bestuderen

helemaal mee eens helemaal me oneens

163. Gedrevenheid: Dat beschrijft hoe ik studeer.

helemaal mee eens helemaal me oneens

164. Het is voor mij geen straf om te studeren.

helemaal mee eens helemaal me oneens

165. Het is voor mij een genot om te studeren.

helemaal mee eens helemaal me oneens

166. Ik ben erg te spreken over mijn opleiding.

helemaal mee eens helemaal me oneens

167. Ik kan enthousiast vertellen over mijn studie.

helemaal mee eens helemaal me oneens

Nogmaals bedankt voor het invullen van de vragenlijst! Als je opmerkingen hebt kun jij die hieronder opschrijven.

Appendix 4

School Culture Scale for Higher Education (Boris Ney, 2013)

Beste Student van Saxion.

Deze vragenlijst maakt deel uit van een onderzoek naar de rol en houding van studenten ten opzichte van hun studie.

Alle vragen gaan over jouw rol en houding als student ten opzichte van je studie en Saxion Hogeschool.

Beantwoord de vragen door het antwoord aan te vinken dat het meest van toepassing is op jouw persoonlijke mening ofwel persoonlijk gedrag. Baseer je antwoord niet op eenmalige gebeurtenissen, maar op de manier die in het algemeen op jou van toepassing is, het gaat in het onderzoek namelijk om jouw houding als student in het algemeen.

Probeer niet te lang over een vraag na te denken, want vaak is het antwoord dat het eerste in je opkomt het meest van toepassing.

In totaal zijn het 70 vragen. Het invullen van de vragenlijst zal ongeveer 15 tot 20 minuten duren. Als je een antwoord wil veranderen, omcirkel dan het foute antwoord en vink vervolgens je nieuwe antwoord aan (zie het voorbeeld hieronder).

Helemaal
mee
oneens



Helemaal
mee eens

De resultaten van deze vragenlijst worden strikt vertrouwelijk behandeld en anoniem verwerkt.

Wil je erop letten dat alle vragen beantwoord zijn?

Hartstikke bedankt alvast!!!

De onderstaande vragen gaan over je houding als student.

1. Ik wil voldoen aan de verwachtingen die aan mij worden gesteld.

Helemaal mee oneens Helemaal mee eens

2. Bij groepswork kun je er bij mij op aan dat ik mijn deel fatsoenlijk afmaak.

Helemaal mee oneens Helemaal mee eens

3. Ik ga helemaal voor mijn studie.

Helemaal mee oneens Helemaal mee eens

4. Mijn studie drijft mij.

Helemaal mee oneens Helemaal mee eens

5. Ik steek veel moeite in het maken van opdrachten.

Helemaal mee oneens Helemaal mee eens

6. De dingen die ik zeg te doen, doe ik altijd.

Helemaal mee oneens Helemaal mee eens

7. Ik ben gedreven in mijn studie.

Helemaal mee oneens Helemaal mee eens

8. Mijn werk is het resultaat van mijn individuele inzet.

Helemaal mee oneens Helemaal mee eens

9. Ik voel me onderdeel van Saxion.

Helemaal mee oneens Helemaal mee eens

10. Ik ben zeer actief bezig met mijn studie.

Helemaal mee oneens Helemaal mee eens

11. Tegen groepsgenoten ben ik altijd eerlijk.

Helemaal mee oneens Helemaal mee eens

12. Ik probeer bij individueel werk altijd de hoogste kwaliteit te realiseren.

Helemaal mee oneens Helemaal mee eens

13. Ik neem het initiatief in mijn studie.

Helemaal mee oneens Helemaal mee eens

14. Bij groepswork let ik er op dat ik altijd voldoende bijdraag aan het eindresultaat.

Helemaal mee oneens Helemaal mee eens

15. Ik ben niet echt serieus bezig met mijn studie.

Helemaal mee oneens Helemaal mee eens

16. Ik steek veel moeite in mijn huiswerk.

Helemaal mee oneens Helemaal mee eens

17. Ik ben heel erg gefocust op mijn studie.

Helemaal mee oneens Helemaal mee eens

18. Ik studeer hard.

Helemaal mee oneens Helemaal mee eens

19. Wat ik beloof, maak ik ook waar.

Helemaal mee oneens Helemaal mee eens

20. Ik voel me betrokken bij Saxion.

Helemaal mee oneens Helemaal mee eens

21. Ik stop veel energie in mijn studie.

Helemaal mee oneens Helemaal mee eens

22. Eigen initiatief vind ik belangrijk in mijn studie.

Helemaal mee oneens Helemaal mee eens

23. Ik studeer intensief.

Helemaal mee oneens Helemaal mee eens

24. Ik weet niet goed wat plagiaat is.

Helemaal mee oneens Helemaal mee eens

25. Ik vind het leuk om mij voor te bereiden op een les.

Helemaal mee oneens Helemaal mee eens

26. Ik probeer bij groepsopdrachten altijd de hoogste kwaliteit te realiseren.

Helemaal mee oneens Helemaal mee eens

27. Ik voel me betrokken bij mijn opleiding.

Helemaal mee oneens Helemaal mee eens

28. Ik kom mijn afspraken altijd na.

Helemaal mee oneens Helemaal mee eens

29. Ik wordt gestimuleerd door mijn studie.

Helemaal mee oneens Helemaal mee eens

30. Ik wil dat de kwaliteit van het onderwijs op Saxion is gewaarborgd.

Helemaal mee oneens Helemaal mee eens

31. Ik word er blij van als ik studeer.

Helemaal mee oneens Helemaal mee eens

32. Als ik het inhoudelijk niet met een docent eens ben, dan durf ik mijn nek uit te steken.

Helemaal mee oneens Helemaal mee eens

33. Ik ben een enthousiaste student.

Helemaal mee oneens Helemaal mee eens

34. Als ik vragen heb dan stel ik die ook in de les, ook al is het niet helemaal gerelateerd aan het onderwerp.

Helemaal mee oneens Helemaal mee eens

35. Ik let op mijn eigen studievoortgang.

Helemaal mee oneens Helemaal mee eens

36. Als het om mijn studie gaat, ben ik erg ambitieus.

Helemaal mee oneens Helemaal mee eens

37. Ik neem altijd de verantwoordelijkheid voor het werk dat ik moet doen.

Helemaal mee oneens Helemaal mee eens

38. Een onderwerp analyseer ik graag helemaal.

Helemaal mee oneens Helemaal mee eens

39. Andere dingen gaan niet ten koste van mijn studie.

Helemaal mee oneens Helemaal mee eens

40. Ik ben aanspreekbaar op mijn doen en laten.

Helemaal mee oneens Helemaal mee eens

41. Het is voor mij geen straf om te studeren.

Helemaal mee oneens Helemaal mee eens

42. Ik voel een innerlijke drive mijn studie fatsoenlijk af te maken.

Helemaal mee oneens Helemaal mee eens

43. Moeilijke vraagstukken: hier loop ik niet van weg, maar doe alles om tot een oplossing te komen.

Helemaal mee oneens Helemaal mee eens

44. Ik verdiep mij altijd in de stof.

Helemaal mee oneens Helemaal mee eens

45. Ik wil aan de verwachtingen van mijn docenten voldoen.

Helemaal mee oneens Helemaal mee eens

46. Ik wil straks een goede beroepsbeoefenaar worden.

Helemaal mee oneens Helemaal mee eens

47. Ik voel mij een Saxioner.

Helemaal mee oneens Helemaal mee eens

48. Ik heb bewust voor mijn studie gekozen.

Helemaal mee oneens Helemaal mee eens

49. Als je studeert dan moet je er echt "op zitten".

Helemaal mee oneens Helemaal mee eens

50. Ik wil de studiepunten van mijn studie per jaar behalen.

Helemaal mee oneens Helemaal mee eens

51. Ik ga helemaal voor mijn studie.

Helemaal mee oneens Helemaal mee eens

52. Ik voel me volledig verantwoordelijk voor mijn resultaten.

Helemaal mee oneens Helemaal mee eens

53. Studeren is net werken, omdat men voor iets verantwoordelijk is.

Helemaal mee oneens Helemaal mee eens

54. Mijn studie heeft de hoogste prioriteit.

Helemaal mee oneens Helemaal mee eens

55. Gedrevenheid: Dat is een term die past bij hoe ik studeer.

Helemaal mee oneens Helemaal mee eens

56. Ik studeer graag.

Helemaal mee oneens Helemaal mee eens

57. Ik probeer altijd actief mee te doen in de les.

Helemaal mee oneens Helemaal mee eens

58. Dingen die ik geacht word te doen pak ik serieus op.

Helemaal mee oneens Helemaal mee eens

59. Ik raak bevlogen als ik het over mijn studie heb.

Helemaal mee oneens Helemaal mee eens

60. Ik wil mijn studie goed afronden.

Helemaal mee oneens Helemaal mee eens

61. Het is voor mij een genot om te studeren.

Helemaal mee oneens Helemaal mee eens

62. Ik doe graag iets extra's.

Helemaal mee oneens Helemaal mee eens

63. De docenten moeten mij iets te bieden hebben.

Helemaal mee oneens Helemaal mee eens

64. Ik ben proactief bezig met mijn studie.

Helemaal mee oneens Helemaal mee eens

65. Ik heb er plezier in mijn studiegebied te bestuderen.

Helemaal mee oneens Helemaal mee eens

66. Zelf op zoek gaan naar relevante literatuur vind ik boeiend.

Helemaal mee oneens Helemaal mee eens

67. Ik vind het belangrijk mijn leerontwikkeling te monitoren.

Helemaal mee oneens Helemaal mee eens

68. Ik ben gemotiveerd in mijn studie.

Helemaal mee oneens Helemaal mee eens

69. Ik heb een interne drive mijn studie af te maken.

Helemaal mee oneens Helemaal mee eens

70. Vertrouwen is voor mij heel erg belangrijk.

Helemaal mee oneens Helemaal mee eens

