CONTEXTUAL PREFERENCE SCALE (CPS) REPORT

Report Description: **IMPORTANT - IN AUGUST 2012 DURING OUR DATABASE BUILD & TEST PHASE THIS REPORT IS FREE . IF DATA IS INCOMPLETE PLEASE CONTACT US & TRY AGAIN LATER.**

Student Name: **Stu Two**

Date: **01/08/2012**

Introduction:

The Contextual Preferences Scale (CPS) report is adapted for use at home and in schools from a more extensive questionnaire developed as part of a recent University of Western Australia (UWA) doctoral thesis on Student-School Suitability. The CPS report provides a broad perspective of previously un-observable within the student factors that differentially influence school outcomes for individual students on three dimensions of student-school alignment; organisational standards, interpersonal care and tolerance of individual choice. Students' CPS profiles can be applied as one basis for determining the relative suitability of schools for individual students.

Purpose:

The CPS report identifies the contextual socialisation preference style of each student. Socialisation preference style correlates with schooling outcomes. Both students and schools have been shown to have different socialising preferences and cultures, thus, determining the preferences of individual students provides an empirical basis for investigating the suitability of the student-school interaction. Evaluating and classifying students by their contextual preference for standards, care and choice provides insight into predicting the style of schooling likely most suitable to each child.

Philosophy:

CPS data should not be used to compare different schools but should be applied to directly benefit students in classrooms. This report provides parents and teachers with individual student information for within-school decision-making. HiScore advocates a positive education paradigm that builds student's global motivation for school by identifying different styles of students and teaching to their socialisation preferences. Not all students are positively motivated to achieve academically thus, parents and teachers are encouraged to access CPS data and adjust their short-term educational goals for some styles of students who are entering the secondary school context for the first time. Attaining alignment with the broadest range of student styles is a core parenting and teaching skill that requires planning, practice and mindfulness. The ability to consciously "switch' instructional approach is not easy but it is a skill that parents and school administrators expect of contemporary teachers. Decisions about which is the most appropriate engagement approach to take with a particular individual or group of students should be based on reliable data rather than on intuition, experience or guesswork. The use of data is particularly important at transition when the student-school relationship is raw. CPS data gives parents the confidence to make better school choice decisions.

Report Format:

The CPS report graphs and tables are self-explanatory. The visual *graphical dashboard* output format is designed to communicate to parents and teachers as much information about each student as is possible in a *snapshot* profile. Data on each

of three (3) key contextual preferences that influence students' satisfaction, engagement and performance at school can be plotted with year-group cohort means of students from the same school. This gives an indication of the relative *fit* of student aspirants with their peer cohort profiles. CPS report indicators give parents and teachers an instant appraisal of individual students' standing relative to their peers.

There are two graphs. The first plots students' suitability perceptions with those of their peer cohort. The second plots the percentile ranking of the individual with their grade peer cohort. A table shows any significant differences between the student and their peer cohort. A *Definition of Terms* tip-sheet is provided to assist in the interpretation of student scores. These definitions and other support information are provided to assist the report reader interpret individual student data in context.

Definition Of Terms:

Organisational Standards – *The extent to which the student prefers a structured school context characterised by clear rules with academic pressure to comply and achieve.*

Interpersonal Care – *The extent to which the student prefers a school context in which there is two-way communication, personnel show interest in them and value their opinion.*

Tolerance of Individual Choice – *The extent to which the student prefers a school context that offers flexible content, acceptance and tolerates alternate approaches to learning.*

Results

GRAPH 1: STUDENTS' CONTEXTUAL SOCIALISATION PREFERENCES MATCHED WITH COHORT

Legend
Stu Two — Cohort
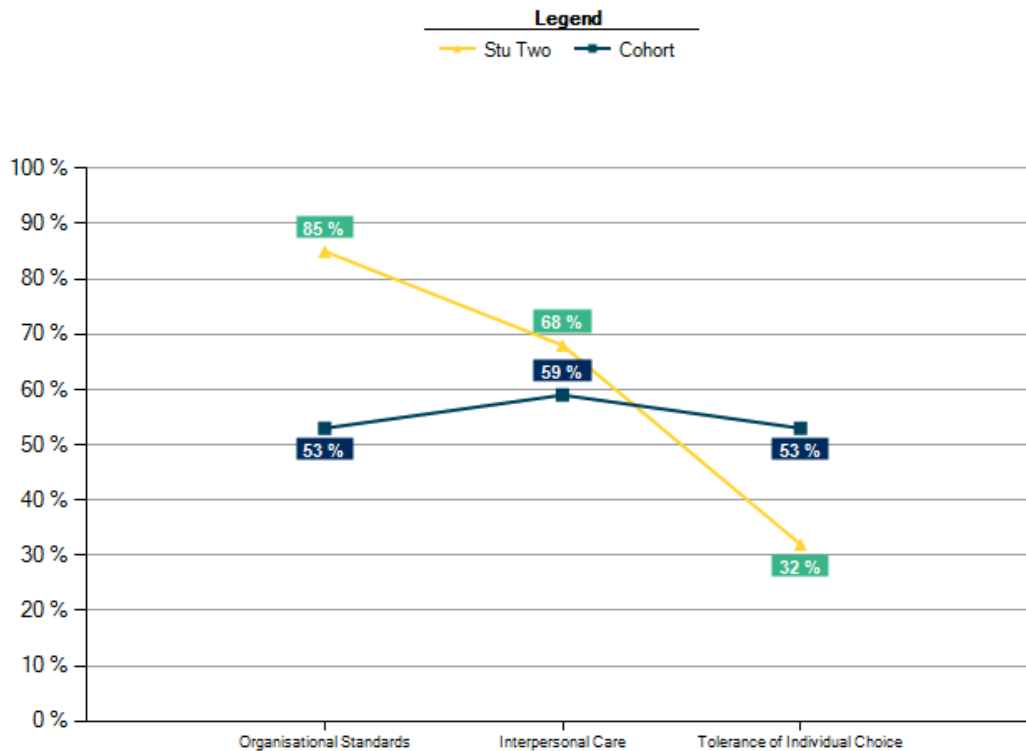
Interpretation of Graph1

Graph one shows students' underlying *trait-like* socialisation style. Variance from the cohort mean indicates the relative strength of individual student preferences.

Students who report a preference for school contexts characterised by high organisational standards, somewhat low personnel care and low content choice relative to each other are termed ***Compliant*** in socialisation style. For these students an authoritarian (structured) style of school-engagement is suitable. A line graph sloping down from high left to low right on the chart indicates student socialisation preference for a compliant engagement style.

Students who prefer school contexts with somewhat high organisational standards, high personnel care and somewhat high content choice relative to each other are termed ***Social*** in socialisation style. For these students an authoritative (fair and challenging) style of school-engagement is suitable. A line graph that is "pitched" in the middle on the chart *like a tent,* indicates student socialisation preference for a social engagement style.

Students who prefer schools characterised by low organisational standards, somewhat high personnel care and high content choice relative to each other are termed ***Self-determining*** in socialisation style. For these students an accommodating (indulgent) style of school-engagement is suitable. A line graph that slopes up from low left to high right on the chart indicates student

socialisation preference for a self-determining engagement style.

Some students from each of the prior groups who's needs have historically not been fulfilled will have a low global motivation for school that manifests in high indolence, an evasive approach to schoolwork and ambivalence toward standards, care and choice are termed **Avoidant** in socialisation style. For these students a somewhat detached or *matter of fact* style of school-engagement (impersonal) is suitable. A line graph that forms a "V" valley in the middle on the chart indicates student socialisation preference for an avoidant engagement style.

A flat graph (usually around the cohort mean) indicates that the student has no particular socialisation preference.

GRAPH 2: STUDENT PERCENTILE RANKING WITH THEIR PEER COHORT
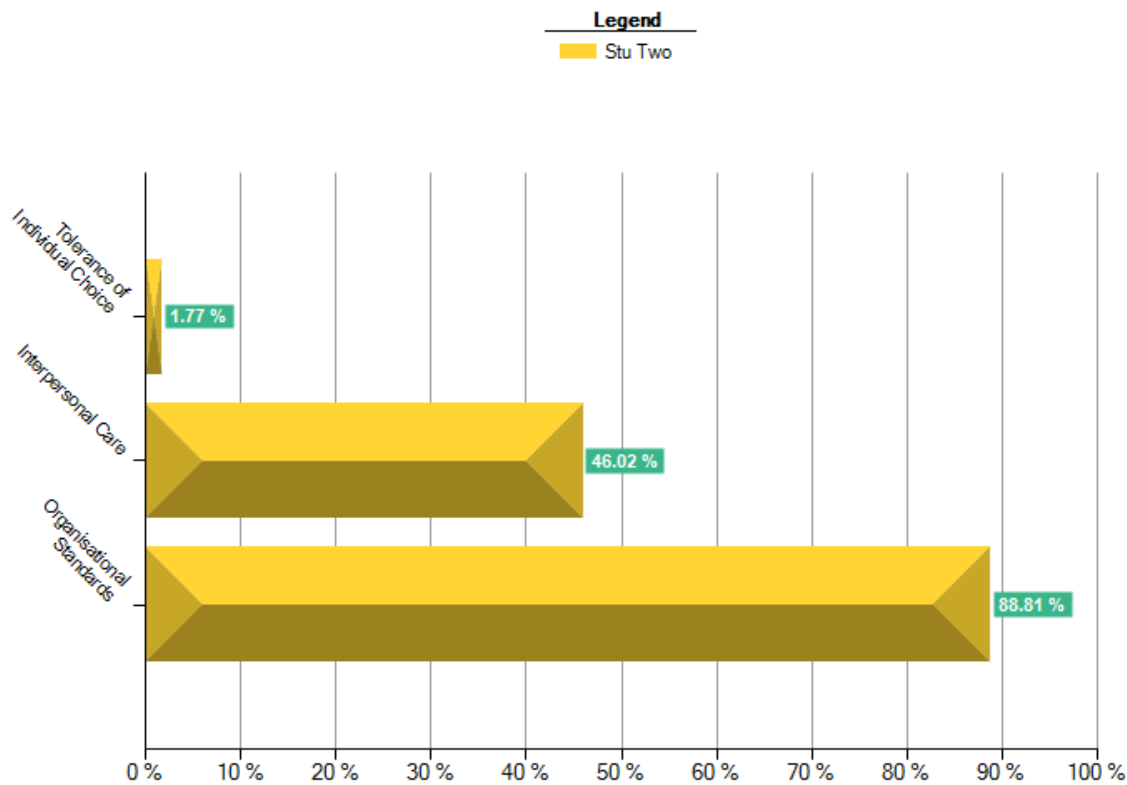
Interpretation of Graph2

Graph two indicates this individual's percentile ranking e.g. the proportion of the cohort that the individual scored higher than on each of the three socialisation preferences. Contextual preferences are unique. High rankings should not necessarily be interpreted as positive or negative, however, they indicate difference in individuals preferences in relation to those of their peer cohort.

Table 1: Significant Differences in Student & Cohort Contextual Preferences

Student Need	Deviation	Standardized Scores	HiScore	LowScore
	Std.Dev.	Z-score	Sig.higher than group...	Sig.lower than group...
Organisational Standards	16.5032	1.3063	FALSE	FALSE
Interpersonal Care	9.6314	0.0119	FALSE	FALSE
Tolerance of Individual Choice	12.6589	-2.6027	FALSE	TRUE

Interpretation Table1

This table displays the difference between the individual student's score and their peer cohort mean on each fulfilment need attribute. A HiScore column indicates student scores above the cohort mean (usually indicates a strength). A LoScore indicates student scores below the peer cohort mean (usually indicates a weakness). A "FALSE" output indicates that the score was within normal range. A "TRUE" output indicates a score that is significantly higher than their peer cohort calculated at a 90 % confidence level. This table identifies significant differences between the socialisation preference styles of the peer cohort and that of the student. It evaluates the extent to which their contextual socialisation style fits with that of their peer cohort.

Background:

Students cluster into four main socialisation styles, each with different preferences for organisational standards, personnel care and content choice. Socialisation style correlated significantly with education outcomes. Socialisation style manifests from the fulfilment or non-fulfilment of personal endogenous psychological, motivational and achievement needs through interaction with the environment over time. Schools are significant socialising agents in students' lives. Socialisation style is a subtle and enduring characteristic most observable during times of stress, such as at primary to secondary school transition when the coping strategies of iondividuals are tested. Relative alignment of school-culture with socialisation style influences student's satisfaction, engagement and performance at school. Therefore, individuals perceie themselves to be more or less suited to their context dependent on alignment of the person-environment socialisation fit.

The culture of any single school cannot adequately cater for the full range of socialisation style in their student community but teachers are able to adjust contextual levels of standards, care and choice within their classrooms and can adopt flexible pedagogy to positively engage with all student styles. In this way teachers are uniquely placed socialising agents, moderating the negative and fostering positive outcomes that emerge from the student-school fit. Thus identification of student's socialisation style using the CPS provides teachers with "global" understandings on how they might quickly connect in a positive way with each student by aligning with and communicating through the child's preferred socialisation preference style. The socialisation styles of students exist on a continuum, however, prior research and recent factor analyses identified four main student groups differentiated by their relative preferences for organisational standards, personnel care and content choice.

Remaining mindful of student's socialisation preference styles provides parents and teachers with insight into how to effectively engage students with different socialisation styles. In conversations with students, parents and teachers are encouraged to keep in mind the following student style framework:

Social seekers – are described as "associative" in engagement style with a preference for authoritative (both firm and fair) school contexts.

Self-determination seekers - are described as "independent" in engagement style with a preference for indulgent (accommodating) school contexts.

Compliance seekers – are described as "acquiescent" in engagement style with a preference for authoritarian (structured) school

contexts.

Avoidance seekers - are described as "withdrawn" in engagement style with a preference for impersonal (detached) schooling contexts.

Application:

Need fulfilment has an immediate impact on student outcomes while contextual socialisation preferences impact over the longer-term in establishing and maintaining student's global motivation for school. Thus parents and teachers searching for appropriate pedagogy and dialogue to engage students from contextual preference clusters for whom their current school is somewhat unfulfilling could engage with both the student's socialisation preference by asking; "would…more challenge (self-determined)… more structure (competent)… more collaboration (social)…or more flexibility (avoidant) make school more satisfying for you?" and to engage with their most important fulfilment need by asking; "how can I make sessions… more inclusive (self-determination seekers)… more relevant (avoidance seekers)… more purposeful (compliance seekers) and more performance oriented (social seekers) for students?

Concluding Statement:

Understanding and adapting to individual needs and socialisation preferences will enable parents, teachers and schools align better with their children's socialising preferences and will provide insight into the schooling experience seen "through student eyes".

About the Author

HiScore conducts applied research in schools and seeks advice from school leaders, practicing teachers, school psychologists and the community.

Disclaimer

I. Our surveys are of a self-report format, therefore the author makes no claims about their reliability
II. Our database is a dynamic build design, as survey data comes in, report reliability is auto-updated
III. Relevant information is provided in each report but interpretation is made in context by the reader
IV. In the analysis of these data significantly high and low findings are reported at a 90% confidence level. This means that outputs have a 1 in10 statistical probability of error.