School Organizational Climate Description Questionnaire (SOCDQ)

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INSTRUCTIONS

The items in this Questionnaire describe behaviour conditions that occur within a school/DIET. Please indicate to what extent each of these descriptions characterizes your school/DIET. Please do not evaluate the items in terms of "good" or "bad" behaviour but read each item carefully and respond in terms of how well the statement describes your school/DIET.

The description scale on which to rate the items is printed at the top of each column in the answer sheet. Please read the instruction and indicate your answer by drawing a circle around one of the four letters.

Here is an example for your help.

<table>
<thead>
<tr>
<th>Rarely Occurs</th>
<th>Sometimes Occurs</th>
<th>Often Occurs</th>
<th>Very Frequently Occurs</th>
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<td>A</td>
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</table>

(1) Teachers at this school/DIET call each other by their first name

A    B    C    D

In this example the respondent has drawn circle around C to indicate that this type of behaviour occurs 'often' in this school/DIET.

You may mark any other alternative.

After you have answered the questionnaire the behaviours or conditions that have been described as typical by the majority of staff members will be examined and a portrait of the organisational climate of your school/DIET will be constructed from this description.

Now you mark answers as exemplified above. Please check that you have answered every item.

There is no time limit, even then answer quickly BE CONFIDENT, THAT YOUR ANSWERS WOULD BE KEPT STRICTLY CONFIDENTIAL, MARK YOUR ANSWERS FRANKLY.
1. The mannerisms of teachers at this school/DIET are annoying.
2. The principal uses an example by working hard himself.
3. The morale of the teachers is high.
4. The principal uses constructive criticism.
5. Teacher's closest friends are from the staff members of this school/DIET.
6. The principal makes all class scheduling decisions.
7. The principal is well prepared when he speaks at school/DIET functions.
8. There is a small group of teachers who always oppose the majority.
9. Routine duties interfere with the job of teaching.
10. The principal explains his reasons for criticism to teachers.
11. The teachers accomplish their work with great vim, vigour and pleasure.
12. Teachers invite other staff members to visit them at home.
13. The principal looks out for the personal welfare of teachers.
14. The principal schedules the work of the teachers.
15. Staff meetings are organized according to a tight agenda.
16. The principal is in the building before teachers arrive.
17. Teachers at this school show much school/DIET spirit.
18. Teachers leave the ground during the school/DIET day.
19. The principal tells teachers of new ideas he has run across.
20. The rules set by the principal are never questioned.
21. Teachers exert group pressure on non-conforming staff members.
22. The principal is easy to understand.
23. Principal exerts pressure that every work must be done according to his will.
24. Custodial service is available when needed.
25. Teacher’s know the family background of other staff members.
26. Teacher’s diary requires too much work.
27. School secretarial service is available for teachers use.
28. The principal checks the subject matter ability of teachers.
29. The principal helps teachers to solve personal problems.
30. The principal evaluates teacher’s behaviour strictly according to rules.
31. The principal does personal favours for teachers.
32. Teachers seek special favours from the principal.
33. Most of the teachers here accept of the faults of their colleagues.
34. Teachers talk about their personal life to other staff members.
35. The principal gives suggestions to correct teacher’s mistakes.
36. Teachers interrupt other staff members who are talking in staff meetings.
37. The principal helps teachers finish their work.
38. School/DIET supplies are readily available for use in class work.
39. Teachers are contacted by the principal each day.
40. Teachers have fun socialising together during school/DIET time.
41. Administrative paper work is burdensome at this school/DIET.
42. Teachers are informed of the results of a supervisor’s visit.
43. The principal ensures that teachers work to their full capacity.
44. Teachers ask nonsensical question in staff meetings.
45. In staff meetings there is feeling of “let’s get thing done”.
46. Teachers work together preparing administrative reports.
47. Staff meetings are mainly principal's reports.
48. Extra duty for teachers is posted conspicuously.
49. Sufficient time is given to prepare administrative reports.
50. The principal goes out of his way to help teachers.
51. The principal goes out of his way to help teachers.
52. Teachers ramble when they talk in staff meetings.
53. Teachers organize curricular activities in a group spirit.
54. Teachers organize curricular activities in a group spirit.
55. Teachers at this school/DIET stay by themselves.
56. The principal invites suggestions from the teachers in scheduling school/DIET activities.
57. Teachers talk about leaving this school/DIET.
58. Teachers spend time after school/DIET with students who have individual problems.
59. The principal tries to get financial benefits for the teachers.
60. There is considerable laughter when teachers gather informally.
61. Teachers socialize together in small selected groups.
62. The principal runs the staff meeting like a business conference.
63. Instructions for the operation of teaching aids are available.
64. The principal reminds the teachers of their duties very often.
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Factors: I, II, III, IV, V, VI, VII, VIII

Raw Scores: Insert values

CONFIDENTIAL

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Note: The table contains a questionnaire for assessing school organizational climate. Each item is rated on a Likert scale ranging from A to D, with options for rarely, some times, frequency, and very frequently.