THE ORGANIZATIONAL CLIMATE DESCRIPTION
QUESTIONNAIRE (OCDQ)

BIOGRAPHICAL INFORMATION

Sex: __________________
Age: __________________

Total Teaching Experience: ____________________________
Teaching Experience at the present school: ________________

THE QUESTIONNAIRE

The Organizational Climate Description Questionnaire was developed by A.W. Halpin and Don Croft at the University of Chicago. The OCDQ consists of 64 statements. Each of these statements has four responses, namely: (1) Rarely Occurs; (2) Sometimes Occurs; (3) Often Occurs; and (4) Very Frequently Occurs. You are requested to indicate your reaction to each of these statements by marking the appropriate number indicating your choice. The descriptive scale on which your choices are based is printed at the top of each page. Please read the instructions which describe how you should mark your answers.

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

EXAMPLE

Teachers call each other by their first name:

1. Rarely Occurs
2. Sometimes Occurs
3. After Occurs
4. Very Frequently Occurs.

In this example, the respondent marked alternative 1 to show that this behavior as described by this item "rarely occurs" at this school. Of course, any of the other alternatives could be selected, depending upon how often the behaviour described by the item is perceived to occur within the school.

There are no right or wrong responses. This is only a method of knowing the organizational climate of your school. There is no time limit. No individual teacher will be identified in this study.

All the information regarding this study will be kept strictly confidential.

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

1. Rarely Occurs
2. Sometimes Occurs
3. Often Occurs
4. Very Frequently Occurs

1. Teachers' closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
Responses:
1. Rarely Occurs
2. Sometimes Occurs
3. Often Occurs
4. Very Frequently Occurs.

7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers exert group pressure on nonconforming faculty members.
11. In faculty meetings, there is the feeling of "let's get things done."
12. Administrative paper work is burdensome at this school.
13. Teachers talk about their personal life to other faculty members.
14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Students progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
Responses:
1. Rarely Occurs
2. Sometimes Occurs
3. Often Occurs
4. Very Frequently Occurs

27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor, and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. The principal criticizes a specific act rather than a staff member.
46. Teachers help select which courses will be taught.
Responses:
1. Rarely Occurs
2. Sometimes Occurs
3. Often Occurs
4. Very Frequently Occurs

47. The principal corrects teachers' mistakes.
48. The principal talks a great deal.
49. The principal explains his reasons for criticism to teachers.
50. The principal tries to get better salaries for teachers.
51. Extra duty for teachers is posted conspicuously.
52. The rules set by the principal are never questioned.
53. The principal looks out for the personal welfare of teachers.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
56. The principal is in the building before teachers arrive.
57. Teachers work together preparing administrative reports.
58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
60. The principal tells teachers of new ideas he has run across.
61. Teachers talk about leaving the school system.
62. The principal checks the subject-matter ability of teachers.
63. The principal is easy to understand.
64. Teachers are informed of the results of a supervisor's visit.