

Metropolitan South-East Region: PSP Evaluation

(THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE)

On the following pages you are asked to respond to 64 statements that concern aspects of the organization within your school. Alongside each statement is a four point scale, "rarely occurs", "sometimes occurs", "often occurs" and "very frequently occurs". You are asked to indicate the extent to which each statement is typical of your school by circling the number in the relevant column.

EXAMPLE

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
Teachers leave the building as soon as possible at the day's end.	1	2	3	4

Please Note:

- i) This questionnaire is confidential. Its individual contents will not be disclosed.
- ii) Anonymity is essential. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.
- iii) Please respond to ALL statements. It is realized that you may have difficulty in applying a few items to your school situation. Nevertheless, your response should be NEAREST to the situation that applies in your school.
- iv) Responses should be made in relation to YOUR school and NOT to schools, teachers, etc., in general

The questionnaire is used with the permission of Professor A R Thomas, University of New England, New South Wales.

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
1. Teachers' closest friends are other staff members at this school.	1	2	3	4
2. The mannerisms of teachers at this school are annoying.	1	2	3	4
3. Teachers spend time after school with pupils who have individual problems.	1	2	3	4
4. Instructions for the operation of teaching aids are available.	1	2	3	4
5. Teachers invite other staff members to visit them at home.	1	2	3	4
6. There is a minority group of teachers who always oppose the majority.	1	2	3	4
7. Supplementary books are available for classroom use.	1	2	3	4
8. Sufficient time is given to prepare reports requested by the principal.	1	2	3	4
9. Teachers know the family background of other staff members.	1	2	3	4
10. Teachers exert group pressure on non-conforming staff members.	1	2	3	4
11. In staff meetings there is a feeling of "let's get things done".	1	2	3	4
12. Paper-work is burdensome at this school.	1	2	3	4
13. Teachers talk about their personal life to other staff members.	1	2	3	4
14. Teachers seek special favours from the principal.	1	2	3	4
15. Materials required by teachers are readily available for use in classwork.	1	2	3	4
16. Student progress reports require too much work.	1	2	3	4

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
17. Teachers enjoy socializing together during school time.	1	2	3	4
18. Teachers interrupt others who are talking in staff meetings.	1	2	3	4
19. Most of the teachers here accept the faults of their colleagues.	1	2	3	4
20. Teachers have to attend too many meetings.	1	2	3	4
21. There is considerable laughter when teachers gather informally.	1	2	3	4
22. Teachers ask nonsensical questions in staff meetings.	1	2	3	4
23. Ancillary services (e.g., resource teacher, clerical staff) are available when needed.	1	2	3	4
24. Routine duties interfere with the job of teaching.	1	2	3	4
25. Teachers prepare reports requested by the principal by themselves rather than in consultation with their colleagues.	1	2	3	4
26. Teachers ramble when they talk in staff meetings.	1	2	3	4
27. Teachers at this school show much school spirit.	1	2	3	4
28. The principal goes out of his way to help teachers.	1	2	3	4
29. The principal helps teachers solve personal problems.	1	2	3	4
30. Teachers at this school keep to themselves.	1	2	3	4
31. The teachers accomplish their work with great vim, vigour and pleasure.	1	2	3	4
32. The principal sets an example by working hard himself.	1	2	3	4

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
32. The principal does personal favours for teachers.	1	2	3	4
34. The principal has lunch, morning or afternoon tea with teachers.	1	2	3	4
35. The morale of the teachers is high.	1	2	3	4
36. The principal uses constructive criticism.	1	2	3	4
37. The principal stays after school to help teachers with their work.	1	2	3	4
38. Teachers socialize together in small select groups.	1	2	3	4
39. The principal makes all class time-tabling decisions.	1	2	3	4
40. Teachers are contacted by the principal each day.	1	2	3	4
41. The principal is well prepared when he speaks at school functions.	1	2	3	4
42. The principal helps staff members settle minor differences.	1	2	3	4
43. The principal plans the work for the teachers.	1	2	3	4
44. Teachers avoid informal contacts with the principal during school hours.	1	2	3	4
45. The principal criticizes a specific act rather than a staff member.	1	2	3	4
46. Teachers help select what subject matter will be taught.	1	2	3	4
47. The principal corrects teachers' mistakes.	1	2	3	
48. The principal talks a great deal.	1	2	3	
49. The principal explains his reasons for criticism to teachers.	1	2	3	

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	rarely occurs	sometimes occurs	often occurs	very frequently occurs
50. The principal tries to get better conditions for teachers.	1	2	3	4
51. The principal posts or announces conspicuously extra duty for teachers.	1	2	3	4
52. The rules set by the principal are never questioned.	1	2	3	4
53. The principal looks out for the personal welfare of teachers.	1	2	3	4
54. The school secretarial service is available for teachers' use.	1	2	3	4
55. The principal runs the staff meeting like a business conference.	1	2	3	4
56. The principal is in the building before the teachers' arrive.	1	2	3	4
57. Teachers work together preparing reports requested by the principal.	1	2	3	4
58. Staff meetings are organized according to a tight agenda.	1	2	3	4
59. Staff meetings are mainly principal-report meetings.	1	2	3	4
60. The principal tells teachers of new ideas he has come across.	1	2	3	4
61. Teachers talk about transferring from this school.	1	2	3	4
62. The principal checks the subject-matter ability of teachers.	1	2	3	4
63. The principal is easy to understand.	1	2	3	4
64. Teachers are informed of the result of an inspection of the school.	1	2	3	4