Perceived Autonomy Support: The Climate Questionnaires

Scale Description

One of the central tenets of SDT is that the quality of social contexts influences the motivation, performance, and well-being of individuals who operate within them. The theory uses the concept of autonomy support versus control to characterize the quality of social environments, hypothesizing that autonomy-supportive social contexts tend to facilitate self-determined motivation, healthy development, and optimal functioning.

In much of the SDT field research, we are concerned with the degree to which the social context is autonomy supportive for target individuals such as students, employees, patients, or athletes. These scales concern the degree to which the target individuals perceive people in positions of authority--their teachers, managers, health care providers, or coaches--to be autonomy supportive. Thus, whereas the Motivator’s Orientation Scales are complete by people in positions of authority about themselves, the Climate Questionnaires are completed by the individuals over whom they have authority. The Climate Questionnaires yield a score on a 7-point scale which indicates the degree to which health care providers, instructors, managers, or coaches are perceived to be autonomy supportive. Higher scores indicate greater perceived autonomy support. Each questionnaire can be used either in a long, 15-item version, or a short 5-item version. Across domains, the alpha coefficient of internal consistency is virtually always above 0.90. The short form may be slightly less but has always been good.

There are four Climate Questionnaires, I have presented only the Learning Climate

* The Health Care Climate Questionnaire (HCCQ)
* The Learning Climate Questionnaire (LCQ)
* The Work Climate Questionnaire (WCQ)
* The Sport Climate Questionnaire (SCQ)
The Learning Climate Questionnaire (LCQ)

The LCQ has a long form containing 15 items and a short form containing 6 of the items. The questionnaire is typically used with respect to specific learning settings, such as a particular class, at the college or graduate school level. Thus, the questions are sometimes adapted slightly, at least in the instructions, so the wording pertains to the particular situation being studied—an organic chemistry class, for example. In these cases, the questions pertain to the autonomy support of an individual instructor, preceptor, or professor. If, however, it is being used to assess a general learning climate in which each student has several instructors, the questions are stated with respect to the autonomy support of the faculty members in general. Below, you will find the 15-item version of the questionnaire, worded in terms of “my instructor.” If you would like to use the 6-item version, simply reconstitute the questionnaire using only items # 1, 2, 4, 7, 10, and 14.

**Scoring:** Scores on both the 15-item version and the 6-item version are calculated by averaging the individual item scores. However, for the long version, before averaging the item scores, you must first “reverse” the score of item 13 (i.e., subtract the score on item 13 from 8 and use the result as the item score for this item—for example, the score of 3, when reversed would become 5). Higher average scores represent a higher level of perceived autonomy support.
Learning Climate Questionnaire

This questionnaire contains items that are related to your experience with your instructor in this class. Instructors have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your instructor. Your responses are confidential. Please be honest and candid.

1. I feel that my instructor provides me choices and options.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree

2. I feel understood by my instructor.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree

3. I am able to be open with my instructor during class.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree

4. My instructor conveyed confidence in my ability to do well in the course.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree

5. I feel that my instructor accepts me.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree

6. My instructor made sure I really understood the goals of the course and what I need to do.
   
   1 2 3 4 5 6 7
   strongly disagree neutral strongly agree
7. My instructor encouraged me to ask questions.

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8. I feel a lot of trust in my instructor.

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9. My instructor answers my questions fully and carefully.

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10. My instructor listens to how I would like to do things.

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11. My instructor handles people’s emotions very well.

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12. I feel that my instructor cares about me as a person.

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13. I don’t feel very good about the way my instructor talks to me.

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14. My instructor tries to understand how I see things before suggesting a new way to do things.

   1  2  3  4  5  6  7  
   strongly disagree neutral strongly agree

15. I feel able to share my feelings with my instructor.

   1  2  3  4  5  6  7  
   strongly disagree neutral strongly agree

* * * * * * * * * * * *

Articles that have Used the Learning Climate Questionnaire


