



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 13, Issue, 06, pp.17818-17824, June, 2021

DOI: <https://doi.org/10.24941/ijcr.41606.06.2021>

RESEARCH ARTICLE

OPEN ACCESS

DETECTION OF THE MUTUAL CONNECTIONS AND DIFFERENCES IN THE EVALUATION OF THE SCHOOL CLIMATE BY TEACHERS AND MIDDLE SCHOOL-AGE PUPILS

*Doktorová Dominika, Masár Michal and Hubinská Jana

University of Ss. Cyril and Methodius in Trnava, Nám. J. Herdu, 2, 917 01 Trnava, Slovak republic

ARTICLE INFO

Article History:

Received 27th March, 2021
Received in revised form
15th April, 2021
Accepted 20th May, 2021
Published online 26th June, 2021

Key Words:

Classroom Climate, Middle-School-Age,
Pupil, Teacher, Connections, Differences.

ABSTRACT

The research is focused on detecting mutual connections and differences between the climate of the classroom evaluated by the teacher and students. The questionnaire "Our class" is used to measure the climate of the classroom. The research sample in our research consists of 104 students from 10 to 12 years and 11 teachers. We noticed a statistically significant relationship in the context of classroom climate assessment between students and teachers. We also found the existence of differences in the evaluation of the classroom climate in our research sample.

Copyright © 2021. Doktorová Dominika et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Doktorová Dominika, Masár Michal and Hubinská Jana. "Detection of the mutual connections and differences in the evaluation of the school climate by teachers and middle school-age pupils", 2021. *International Journal of Current Research*, 13, (06), 17818-17824.

INTRODUCTION

Mutual relations in a group have a great positive or negative effect on the individual and his relationship to himself. J. Prcha (1997) claims that the interaction in any group has something intangible in it that an individual in the given group is able to feel. It is called mood, air, atmosphere and climate. Students spend most of the day in an environment with a specific climate, which we know as the classroom climate. There are longer-term and more stable social relations in this environment (Petlák, 2006; Zelina, 2011). A. Thapa and the team (2013) combine all concepts into one - school climate (Grecmanová, 2003, In: Šapek, 2010). Through interaction, mutual communication and educational functions, the teacher creates a specific climate in the classroom. The better the climate in the classroom, the better the conditions for learning and developing the student's abilities (Baluchová, 2010). According to Z. Kubaliaková (2006, In: Hanuliaková, 2010), the trust that teachers show to students, joint involvement in

the decision-making process, or encouragement contributes to the creation of a good classroom climate (Koštrnová, 2014). Proper use of teacher competencies can lead to the creation of a classroom climate that eliminates students' fear and dread, boredom and stereotyping. As teachers differ, so do the classes and students. Therefore, different classes may react to the same teacher in different ways, which may be reflected in different assessments of the climate of school classes (Šapek, Mareš, 2001, In: Koštrnová, 2014). Feelings related to the school climate are personal and subjective, as each student has his or her own needs and preferences. Individual approach to each student, fair, positive, but constructive feedback are the most important factors that influence students' feelings and personalities when assessing the climate of the school classroom (Gabryš-Barker, 2016). Each student is influenced by the class, and the members of the class are dependent on each other (Beliková, 2017). The research of A. Raviv, A. Raviv, E. Reisel (1990, In: Geršicová, Hlásna, 2013) showed that teachers and students differed significantly in the evaluation of the current classroom climate. Teachers rated the climate more positively than their students. A. Líšková (2013, In: Geršicová, Hlásna, 2013) came to the same conclusion as in the previous research. J. Lašek and J. Mareš (1991, In: Mareš 1998) investigated differences in classroom climate assessment between primary school pupils and teachers.

*Corresponding author: Doktorová Dominika,

University of Ss. Cyril and Methodius in Trnava, Nám. J. Herdu, 2,
917 01 Trnava, Slovak republic.

Even in this research, teachers evaluated the classroom climate more negatively. The teachers were convinced that the students were not satisfied, they found the work at school to be demanding, there were many quarrels in the classroom, but the cohesion was high. However, students' views differed significantly in all areas. Slovak and foreign research (Raviv, Raviv, Teisel, 1990, Prucha, 2002, Líšková, 2013, In: Geršicová, Hlásna, 2013) are based on comparing the climate of the school classroom by students and their class teachers. In addition to the evaluation of these two groups, in our research, we also compare the evaluation of teachers who normally teach in the given classes. We think that, in addition to classroom teachers, teachers who normally teach in classrooms contribute to building a school classroom climate by their approach and influence, if we are talking about the second stage of primary schools. The main goal of the research is to find out whether there are connections between the assessment of the school climate in student and class teachers, to compare the assessment of the climate of school classes by individual classes, class teachers and teachers normally teaching in given classes. Research by A. Raviv, A. Raviv, E. Reisel (1990, In: Geršicová, Hlásna, 2013) and J. Lašek with J. Mareš (1991, In: Mareš, 1998) focused on differences in school climate assessment among pupils and classroom teachers, led us to examine the context and, consequently, the differences between the assessment of classroom climate by students and teachers. We have identified the following research questions:

RQ1: Is there a link between classroom climate assessment by classroom teachers and students?

RQ2: Are there differences in the assessment of the classroom climate between classrooms, classroom teachers and other teachers?

METHODS

Research file: The research group in our research was selected through a deliberate selection. The group was formed by students of the 5th and 6th grade of one primary school in the district of Piešťany and Hlohovec. In the research, we worked with 104 respondents, aged 10 to 12. Of the 104 students (100%), 55 were boys (53%) and 49 girls (47%). We have also expanded the research with a research sample of class teachers and teachers normally teaching in the given classes at the second stage of primary schools. From the teaching staff, 11 teachers took part in the research, of which five teachers were class teachers of the classes in which we carried out the research. In terms of gender, the number of female teachers outnumbered male teachers in the ratio of 9:2. The teachers in our sample are comparable in terms of equal pay, they have the same methods of evaluation, and they are involved in the same projects. Students are comparable in terms of school level, socioeconomic status.

Materials and apparatus: As part of the research, we used the Questionnaire "OUR CLASS" (My Class Inventory - MCI) by B. J. Fraser and D. L. Fischer, who compiled the questionnaire in 1986. The method is intended for students in the 3rd to 6th year of primary school and teachers who teach in those classes. By the questionnaire, we determine the situation in the classroom from 5 perspectives: satisfaction, conflicts, competition in the classroom, difficulty of the curriculum, class cohesion (Hanuliaková, 2010).

As this is a non-standardized questionnaire, we were also determining the reliability of it. The value of Cronbach's alpha reached the value required for research ($\alpha = 0.782$).

Statistical processing: We used a specialized statistical computer program Statistical Package for the Social Sciences - SPSS 20 to process research data. Given that we carried out comparative-correlative research, we used the following things:

-) Reliability test to determine normality,
-) Descriptive statistics to describe the obtained data (Average, SD, Min., Max.),
-) Mann-Whitney U test to compare differences,
-) Spearman's correlation analysis to determine the context,

THE RESULTS

First of all, we statistically described the research setting, so we calculated the average values, the standard deviation, the minimum and maximum values of the gross scores of the distributed questionnaire. The individual descriptive values are given in Table 4. Table 4 shows that students and teachers in our research sample achieve an average value within the school climate as follows:

Table 1. Research sample of students

CLASSES	BOYS	GIRLS	TOGETHER
5.A	7	14	21
5.B	12	12	24
6.A	13	6	19
6.B	12	7	19
6.C	11	10	21
TOGETHER	55	49	104

Table 2. Research sample of teachers

	MALE TEACHERS	FEMALE TEACHERS	TOGETHER
TOGETHER	2	9	11

(Source: Authors)

Table 3. Reliability of the questionnaire "Our class"

Cronbach's Alpha ^a	N of Items
.782	5

-) In terms of the average satisfaction ($Mst = 11.7$) and cohesion ($Mco = 11.5$), students achieve higher values, while in the variables quarrels ($Mqu = 9.4$) and competition in the class ($Mcom = 10.2$) they reach average values, and in terms of the difficulty of the curriculum ($Mdi = 8.7$), they reach lower values.
-) We can say that, overall, students rate the classroom climate as neutral.
-) Within the research sample of class teachers, in the variables, they achieve high values in satisfaction ($Msa = 12.3$) and class cohesion ($Mco = 12.3$), and in the variables class quarrels ($Mqu = 8.5$), class competitiveness ($Mcom = 8, 5$), and the difficulty of the curriculum ($Mdi = 6.9$) they reach significantly low values. This shows that teachers are more positive about the classroom climate.

Table 4. Descriptive analysis - "Our class"

	Satisfaction in the classroom	Conflicts in the classroom	Competitiveness in the classroom	Difficulty of the curriculum	Class cohesion
STUDENTS					
Average	11,7	9,4	10,2	8,7	11,5
Directional deviation	2,79	3,28	2,90	2,59	2,88
Minimum	5	5	5	5	5
Maximum	15	15	15	15	15
CLASS TEACHERS					
Average	12,3	8,5	8,5	6,9	12,3
Directional deviation	2,74	2,34	1,96	1,81	2,74
Minimum	9	5	7	5	9
Maximum	15	11	11	9	15
TEACHERS					
Average	10,6	9,4	10,2	7,8	10,2
Directional deviation	3,57	3,64	2,58	2,94	2,58
Minimum	7	5	7	5	7
Maximum	15	14	13	12	13

(Source: Authors)

Table 5. Relationship between climate assessment of school by students and teachers

TEACHERS		STUDENTS	SATIS	FACTION	QUARRELS	COMPET.	DIFFICULTY	COHENSION
SATISFACTION	r	0.56**	-0.54**	-0.37**	-0.41**	0.67**		
	p	0.000	0.000	0.000	0.000	0.000		
QUARRELS	r	-0.54**	0.55**	0.34**	0.35**	-0.64**		
	p	0.000	0.000	0.001	0.000	0.000		
COMPETITIVENESS	r	-0.61**	0.52**	0.41**	0.40**	-0.72**		
	p	0.000	0.000	0.000	0.000	0.000		
DIFFICULTY	r	-0.28**	0.38**	0.19	0.22**	-0.36**		
	p	0.004	0.000	0.051	0.024	0.000		
COHENSION	r	0.56**	-0.54**	-0.37**	-0.41**	0.67**		
	p	0.000	0.000	0.000	0.000	0.000		

** Correlation is significant at the value 0.01 (Source: Authors) *Compet.* - Competitiveness in the classroom *r* - Correlation coefficient *p* - Achieved significance

Table 6. Classroom Climate Assessment of 5.A

5.A	Students	Class teacher	Difference \bar{Z} -TU	Teachers	Difference \bar{Z} -U	Difference TU-U
Satisfaction	13	15	2	15	2	0
Quarrels	7	5	2	5	2	0
Competitiveness	9	7	2	8	1	1
Difficulty	9	5	4	5	4	0
Cohesion	13	15	2	12	1	3

(Source: Authors)

Table 7. Classroom Climate Assessment of 5.B

5.B	Students	Class teacher	Difference \bar{Z} -TU	Teachers	Difference \bar{Z} -U	Difference TU-U
Satisfaction	13	15	2	13	0	2
Quarrels	7	7	0	7	0	0
Competitiveness	9	7	2	11	2	4
Difficulty	7	5	2	5	2	0
Cohesion	13	15	2	13	0	2

(Source: Authors)

Table 8. Classroom Climate Assessment of 6.A

6.A	Students	Class teacher	Difference \bar{Z} -TU	Teachers	Difference \bar{Z} -U	Difference TU-U
Satisfaction	9	9	0	7	2	2
Quarrels	11	11	0	14	3	3
Competitiveness	11	11	0	13	2	2
Difficulty	11	9	2	12	1	3
Cohesion	7	9	2	7	0	2

(Source: Authors)

Table 9. Classroom Climate Assessment of 6.B

6.B	Students	Class teacher	Difference \bar{Z} -TU	Teachers	Difference \bar{Z} -U	Difference TU-U
Satisfaction	13	13	0	11	2	2
Quarrels	9	7	2	9	0	2
Competitiveness	9	9	0	9	0	0
Difficulty	9	9	0	8	1	1
Cohesion	13	13	0	11	2	2

(Source: Authors)

Table 10. Classroom Climate Assessment of 6.C

6.C	Students	Class teacher	Difference \bar{Z} -TU	Teachers	Difference \bar{Z} -U	Difference TU-U
Satisfaction	9	9	0	7	2	2
Quarrels	11	11	0	12	1	1
Competitiveness	11	11	0	11	0	0
Difficulty	9	7	2	9	0	2
Cohesion	9	9	0	8	1	1

(Source: Authors)

J) In the sample of other teachers we can observe average values in 4 variables (Msa = 10.6; Mqu = 9.4; Mcom = 10.2; Mcoh = 10.2). Significantly lower values are only achieved in the variable curriculum difficulty (Mdi = 7.8).

RQ1: Is there a link between classroom climate assessment by classroom teachers and students?

Based on the normality test, which did not show a normal distribution in the sample, we used a nonparametric Spearman correlation coefficient. We tested the connection between the evaluation of the climate of the classroom by class teachers and students. We present the results in table 5. In table no. 10 we can see that all categories are related (psa/sa=0,000; psa/qu=0,000; psa/com=0,000; psa/di=0,000; psa/coh=0,000; pqu/sa=0,000; pqu/qu=0,000; pqu/com=0,001; pqu/di=0,000; pqu/coh=0,000; pcom/sa=0,000; pcom/qu=0,000; pcom/com=0,000; pcom/di=0,000; pcom/coh=0,000; pdi/sa=0,004; pdi/qu=0,000; pdi/com=0,051; pdi/di=0,024; pdi/coh=0,000; pcoh/sa=0,000; pcoh/qu=0,000; pcoh/com=0,000; pcoh/di=0,024; pcoh/coh=0,000). Thus, the relationship proved to be significant in all categories for class teachers and students. Based on the results, we conclude that there is a statistically significant relationship between the assessment of the climate of the classroom by teachers and students.

RQ2: Are there differences in the assessment of the classroom climate between classrooms, classroom teachers and other teachers?:

Given the results of the research question no. 1, we decided to look at the differences in the evaluation of the climate of a class of individual classes and their class teachers. Since other teachers also have an impact on the creation of the climate of the classroom at the second stage of primary schools, we also looked at the evaluation of the classroom climate from their point of view. In the following tables, we present the values achieved in the individual variables by classes, class teachers and other teachers. We got to the individual values of the variables for the whole class according to the manual for the questionnaire, by ascending the order of values from each student and finding the mean value, called the median, which the manual of the questionnaire considers to be statistically correct. We did the same with the teachers.

From table 6 we can conclude that the climate of class 5.A is the most positively evaluated by the class teacher. The highest values are achieved with the variables class satisfaction (TU = 15) and class cohesion (TU = 15), while the lowest values are seen with negative variables like quarrels (TU = 5), class competitiveness (TU = 7) and curriculum difficulty (TU = 5). From the point of view of the class teacher, the climate of the school class is highly positive. Students and other teachers also evaluate the classroom climate as positive, but their values are not as absolute as in the case of the class teacher. If we look at the differences in climate assessment between students, the class teacher and other teachers, the biggest difference (\check{Z} -U = 4; \check{Z} -TU = 4) is seen in the variable curriculum difficulty. This is because students generally consider school duties to be demanding. In the case of differences between the class teacher and other teachers, we see the difference (TU-U = 3) only when evaluating the coherence of the class. This points to the fact that the class teacher approaches "his" class more sensitively, perceives relationships more favourably, which can

be reflected in a more positive assessment of the classroom climate. Table 7 shows that again, the class teacher evaluates the climate of the class very positively. This is indicated by the highest values in the variables class satisfaction (TU = 15) and class cohesion (TU = 15), and the lowest values in the variables class quarrel (TU = 7), class competitiveness (TU = 7), and curriculum difficulty (TU = 5). We can say that both students and other teachers rate the classroom climate as positive, considering higher values in the variables classroom satisfaction (F = 13; U = 13) and class cohesion (F = 13; U = 13) and lower values for the quarrel variables and the difficulty of the curriculum, but in their evaluation there are higher values in the variable competitiveness in the classroom (U = 11; F = 9). As we stated in the theoretical part, healthy competition is beneficial for the functioning of the team and creative abilities. The differences in climate assessment between students and the class teacher, and students and other teachers are not significant. A more significant difference can be observed between the class teacher and other teachers in the variable competition in the class (TU-U = 4). We can assume that teachers, unlike the class teacher, give students more tasks during their lessons in 5.B, in which their competitiveness can manifest itself. In table 8 we see that in contrast to the first two classes, which evaluated the climate of their classes positively, class 6.A, the class teacher and other teachers evaluate the climate of the given class significantly negatively. This is indicated by the low values of variables classroom satisfaction and cohesion, while the variables quarrels in the classroom, the competitiveness in the classroom and the difficulty of the curriculum have predominantly higher values. The differences between students and their class teacher are minimal, in some variables even none. However, we can see significant differences between students and other teachers, as well as between teachers and the class teacher in all variables. Negative variables in the classroom (U = 14), competition in the classroom (U = 13) and the difficulty of the curriculum (U = 12) from the teachers' point of view are evaluated visibly unfavourable to the classroom and classroom teacher. Teachers also negatively evaluate class satisfaction (U = 7) and class cohesion (U = 7). We can state that in the 6.A class from the point of view of all actors, the negative climate of the school class prevails. Teachers evaluate the classroom climate more negatively than the class teacher, which may be because the class teacher may try to see his class in a better light; he wants to approach the classroom more sensitively.

In table 9, we again see minimal differences between students and their class teacher in the assessment of the classroom climate. In terms of the values achieved in the positive variables class satisfaction (\check{Z} = 13; TU = 13) and the cohesion of the class (\check{Z} = 13; TU = 13), and the low values achieved in the negative variables quarrel in the class (\check{Z} = 9, TU = 7), competition in the classroom (\check{Z} = 9; TU = 9), and the difficulty of the curriculum (\check{Z} = 9; TU = 9), we can talk again about the prevailing positive climate of the class. The assessment of the climate by class teachers and students is almost identical. They differ only in the variable quarrels in the class (\check{Z} -TU = 2), where according to the class teacher the quarrels are not so significant. As for other teachers, they also rate the classroom climate positively, but the values in the individual variables are not significant. Based on the table 10 it is possible to conclude that the climate of the school class is evaluated by the students and the class teacher, in the same way, we only see the difference in the variable difficulty of the curriculum (\check{Z} -TU = 2).

Students find school responsibilities more demanding. The variables class satisfaction and class coherence show low values ($\bar{Z} = 9$; TU = 9), class quarrels ($\bar{Z} = 11$; TU = 11) and class competitiveness ($\bar{Z} = 11$; TU = 11), on the contrary, higher values. It can be therefore stated, that a rather negative climate prevails in the classroom. Other teachers also evaluate the climate of the school classroom as negative. The main differences between the class, the class teacher and other teachers, can be observed especially in the variables class satisfaction (W-U = 2; TU-U = 2) and class cohesion (W-U = 1; TU-U = 1), where teachers evaluate the given variables to the detriment of a favourable climate. Previous tables no. 6 to no. 10 present the differences in the assessment of the climate of classes by said classes, classroom teachers and other teachers. From the achieved values in individual classes, we can state that the differences between classes, their class teachers and other teachers in the assessment of the climate of the class exist, but they are not significant, so we do not consider them as such.

DISCUSSION

In this part of the diploma thesis, we will clarify the results presented in subchapter 2.6. Analysis of results. The aim of the work was to find out whether there are individual connections and differences between creativity and evaluation of the classroom climate in students and teachers.

Interpretation of results: Based on theoretical findings of the existence of differences in the assessment of classroom climate by students and classroom teachers, first of all, we wanted to find out whether these two constructs are related. We, therefore, set ourselves the first research question as follows: "Is there a link between classroom climate assessment by classroom teachers and students?". Based on our findings, we believe that if a teacher is satisfied in the classroom, it is related to the satisfaction of his students. Teachers who carry out their profession with joy, do not pretend, give their positive emotions to work and students, are more popular in the eyes of the students. This means that students can look forward to lessons with this teacher and work more efficiently during classes. On the contrary, the strict, gloomy face of the teacher, his grunting and complaining does not help to relax in the class collective (ernotová, 2005). Students immediately feel the teacher's negative attitude towards work and children. Students can show their dissatisfaction with the teacher by constant interrupting during classes, violating the rules and school rules, or by complaining about the teacher to other teachers and the principal. Another of our findings is the fact that if teachers feel satisfied in the classroom, they do not create unnecessary quarrels that would humiliate students. On the other hand, a dissatisfied teacher can abuse his position by slandering students, making fun of them or shouting when they do not understand something. He can use tasks in which students have to compete in his subjects, only to prove to less able students in front of the whole class that they do not have sufficient abilities and skills. Efforts to increase the competitiveness of students, even according to our findings, contribute to significant dissatisfaction in the classroom and increase quarrels among students. Such behaviour can border on bullying, which is more often written about in connection with bullying between students. These are educators who simply have no relation to their profession and children.

They thus contribute to the creation of negative aspects in the classroom, thus disrupting the mutual cohesion of students. We can also mention bullying in the classroom and the teacher's approach to this phenomenon. If a teacher perceives quarrels in the classroom and sees that there is something wrong with his students' collective, he should step in. It is necessary to start as soon as possible with measures that would help eliminate bullying at school, such as the use of various intervention programs (Smiková, 2003, In: Smiková, 2004). For students considered aggressors, confrontation with the teacher and interventions may not meet with understanding, but victims and children, who are also very sensitive to minor conflicts, welcome early intervention. Another of our findings is that teachers who perceive satisfaction in the classroom may tend to demand from students things that motivate them and promote cohesion. In this regard, we can talk about cooperative learning, which is a suitable strategy for increasing the quality of teaching and prosocial behaviour. The starting point for cooperative learning is the need for students to communicate and cooperate. Students have a common goal, which they try to achieve as a group, it teaches them to help, tolerate and accept each other (Turek, 2008, In: Andrisová, Tutokyová, 2014). If we focus on the satisfaction of the teacher concerning the difficulty of the curriculum, we conclude that a satisfied teacher has reasonable demands on students, which are in line with the students' knowledge competencies. This means that these students can have a more positive attitude towards school and teachers, more joy and pleasure from school, they prefer to learn and prepare for lessons, which also stimulates their creativity, in contrast to students who find the curriculum challenging.

Our research has shown a connection between satisfaction and the difficulty of the curriculum, from which we conclude that class teachers are likely to use the right ways and methods of teaching in our sample, by which their students achieve good results. This is also the reason why students find the curriculum less demanding. However, another finding of ours leads us to the opinion that if class teachers perceive quarrels and conflicts in their classes, they increase the difficulty and demands on their students. In students, this situation can give the impression of retribution, a punishment for inappropriate behaviour in the classroom. From the teacher's point of view, however, it can only be a strategy that seeks to employ students with tasks, and thus prevent the creation of new conflicts. By increasing the complexity of the curriculum, teachers cause dissatisfaction and a reduced willingness to cooperate. As students often oppose this, conflicts arise not only in the classroom but also between students and teachers. Students can complain about the way a teacher teaches about the tasks they give during the lesson, as well as the number and complexity of homework. With our first research question, we proved the connection between the evaluation of the class by students and their class teacher. The second research question focused on the differences in school climate assessment and read as follows: "Are there differences in classroom climate assessments between classes, class teachers and other teachers?". In addition to class teachers, we also included a sample of teachers who usually teach in the classes in which we conducted the research. In our research, we found that differences in school class climate assessment exist. Class teachers rated the classroom climate more positively than their students and other teachers. Other findings are in the research of J. Lašek, Mareš (1991, Mareš 1998) and Prcha (2002, In: Geršicová, Hlásna, 2013), where class teachers of the 1st stage

of primary schools evaluated the climate of their classes more negatively than their students. The differences in these researches may be because a 2nd-grade class teacher does not spend as much time in his class as a 1st-grade class teacher. After all, he does not teach all subjects. This means that he can only teach 2 or 3 hours a week in his class, so he may not know about all the problems and current relationships between students. The teacher's attitude to the climate of the school classroom is mainly related to his feelings. In the conditions of current education, we meet teachers with burnout syndrome more and more often. If they feel that their work exceeds the difficulty, which is still acceptable, they are not sufficiently financially or socially rewarded for their efforts, they feel pressure from colleagues and superiors, it will be reflected in their mental and physical condition, in terms of stress and exhaustion. This condition, which is caused by the burnout syndrome, is reflected in his emotional state. In the teacher's approach to his work and people, colleagues, it negatively affects the formation of relationships with students, and the creation of a climate in the classroom (Širotová, 2014). In our opinion, it is obvious that this situation will also be reflected in his reaction to and perception of the class climate. In the researches of A. Raviv, A. Raviv, E. Reisel (1990, In: Geršicová, Hlásna, 2013) and A. Líšková (2013, In: Geršicová, Hlásna, 2013), in contrast to previous research, classroom climate was assessed more positively by classroom teachers than by students. In general, we can state that even in our research, the climate of school classes was evaluated more positively by class teachers than by students and other teachers. Even in classrooms where the negative climate prevailed, some of the variables were assessed more positively by class teachers. We also noticed differences between class teachers and other teachers. Classroom teachers evaluate the climate of "their" classrooms more favourably, which may mean that they idealize their classes, try not to act directionally, tolerate some offences, or may perceive situations in the classroom more sensitively. We were interested in the fact that Z. Geršicová and S. Hlásna (2013) point out that the evaluation of the class climate as positive is more in classes with a lower number of students. Based on the differences, we can state that even this fact did not manifest itself in our research, because in class 5.B with the highest number of students in the class, positive climate prevailed significantly, positively evaluated by students, teachers and classroom teachers. Although we do not consider the given differences in the evaluation of the classroom climate to be significant, we can state that there are differences in our research sample.

Research limits

After carrying out our research, despite our efforts to avoid shortcomings, we noticed several limits. The first limit of research to be mentioned is the low number of teachers who participated in the research. This was due to the fact that for the purposes of our research, we only collaborated with teachers who teach in all five classes, thus contributing to the creation of the school classroom climate and thus able to evaluate the climate of the classrooms. Due to the small research sample, we cannot generalize our research results to the entire population. The second limit of the research can be considered the restrictive answers in the questionnaire for the school climate survey, as it was necessary to choose only one of two options (yes / no), also some statements may not have been sufficiently understood by students and teachers.

Another limit may be the current experience of the actors. Before filling in the research methods, we did not find out their health status, or whether during the previous hours there was, for example, a serious quarrel or a demanding exam in the classroom, which could affect the classroom climate assessment questionnaire in particular. The fourth limit of the research is the fear or reluctance of some students to cooperate in completing questionnaires and tests.

Recommendations for practice

The results of our research can be applied to the field of educational and counselling psychology. Based on our findings, the school psychologist can focus on working with the class collective in terms of improving classroom relationships. They can also work with teachers, special educators or educational counsellors and help them resolve conflicts between students. Also, the use of different teaching styles and the presentation of interesting information in class can arouse interest and curiosity in students, which can provoke discussion in the classroom. If the teacher were to lead the discussion in the right way, it could have an impact not only on creativity but also on the classroom climate in a positive way. Classroom creativity and climate can also be influenced by tasks that promote healthy competition and risk-taking, but they must be balanced by problematic situations in which students can work together.

Future intentions

In future research, it would be interesting to focus not only on the classroom climate but also on personality and social anxiety. We would focus our attention on finding relationships and connections between classroom climate, personality characteristics, and social anxiety. Research points to negative attitudes of students towards highly creative classmates, precisely because of their differences in personality (Hrašnová, 1996; In: Szobiová, 2004). For this reason, we think that interesting results within school classes would be obtained by involving the sociometric method. Since our research intended to examine the connections between individual variables, not only for students, we would certainly involve teachers again. It is known that a teacher influences their students with their personality.

List of literature

Zoznam použitej literatúry

- Andrisová, J, Tutokyová, M. Metódy a formy podporujúce kooperáciu žiakov. Metodicko-pedagogické centrum v Bratislave [online]. 2014. 69 s. [cit. 2017-04-13]. Dostupné na internete: http://web.eduk.sk/stahovanie/ucebne_zdroje/apai3.pdf. ISBN 978-80-565-0203-7.
- apek, R. T. Ídníklíma a školníklíma. Praha: Grada Publishing, a.s., 2010. 328 s. ISBN 978-80-247-2742-4.
- ernotová, M. 2005. Ako komunikovať so žiakmi: (u ebný text). Prešov: MPC. 35 s. ISBN 80-8045-381-0. online: <http://pedagogika.weebly.com/268ernotovaacute-marta.html>
- Beliková, V. Metódy merania klímy v triede s výnimou ným žiakom. In Pedagogika.sk [online]. 2017, ro . 8, . 1, s. 5-15. [cit. 2017-02-07]. Dostupné na internete: <http://www.casopispedagogika.sk> ISSN 1338-0982.

- Balučová, . U ite ako tvorca pozitívnej eduka nej klímy triedy a školy. In Pedagogické rozhady, odbornometodický asopis. ISSN 1335-0404, 2010, ro . 19, . 1, s. 20-22
- Gabry -Baker, D., Galajda, D. Positive psychology perspectives on foreign language learnign and teaching. Springer International Publishing Switzerland, 2016. 365 s. ISBN 978-3-319-32953-6.
- Geršicová, Z., Hlásna, S. Sociálna klíma triedy v eduka nej teórii a praxi. Brno: Tribun EU, 2013. 139 s. ISBN 978-80-263-0389-3.
- Hanuliaková, J. Kreovanie klímy triedy v eduka nej praxi. Bratislava: IRIS, 2010. 104 s. ISBN 978-80-89256-51-8.
- Koštrnová, D. Tvorba a rozvoj pozitívnej klímy v triede. Bratislava: Metodicko-pedagogické centrum. 2014. 66 s. ISBN 978-80-565-0382-9.
- Mareš, J. Sociálníklímaškólní ídy. P ehledovástudie. [online]. 1998 [cit. 2017-02-06]. Dostupné na internete: <http://klima.pedagogika.cz/trida/index.html>
- Petlák, E. Klíma školy a klíma triedy. Bratislava: IRIS, 2006. 119 s. ISBN 80-89018-97-1.
- Pr cha, J. Moderní pedagogika. Praha: Portál, 1997. ISBN 80-7178-170-3.
- Smiková, E. Šikanovanie ako sociálnopatologický fenomén na školách na Slovensku. In Psychologické dny 2004: Sv tžen a sv tmuž : polarita a vzájemnéobohacování: sborník p ísp vk z konference Psychologické dny. Olomouc: UniversitaPalackého v Olomouci, 2004. ISBN 80-244-1059-1.
- Szobiová, E. Tvorivos – od záhady k poznaniu. Bratislava: Stimul, 2004. 371 s. ISBN 80-88982-72-3.
- Thapa, A., Cohen, J., Guffey, S., Higgins-D'Alessandro, A. A review of School Climate Research. In Review of Educational Research [online]. 2013, ro . 10, . 10, s. 2-29. [cit. 2016-10-18]. Dostupné na internete: <http://www.webmail.ijvs.org/files/Publications/A%20Review%20of%20School%20Climate%20Research.pdf>
- ZELINA, M. Stratégie a metódyrozvojaosobnostidie a a. Bratislava: IRIS, 2011. 241 s. ISBN 978-80-89256-60-0.
