School and Health 21, 3/2008, *Social and Health Aspects of Health Education*

EVALUATION OF CLASSROOM CLIMATE IN SECONDARY EDUCATION

Iveta MOCHAROVÁ, Jiří STRACH

Abstract: Evaluation of classroom climate in secondary education is important for understanding healthy life style, which can be influenced by the school itself since it evaluates the classroom as a studying environment both for the classroom and the teacher. Essence of the classroom climate evaluation is based on evaluating answers of the environment attendants themselves. These answers, obtained mainly by using special questionnaires and evaluating scales, should reflect how attendants (e.g. students) experience, perceive and view the climate they are educated in.

Key Words: Social Climate of Classrooms, Preferred Classroom Climate, Actual Classroom Climate

Aim of this study is to learn and evaluate the social climate of classrooms at Hotel school (Hotelová škola) in Třebíč, Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo and Catholic secondary school in Třebíč. The main goal is to compare actual and preferred classroom climate, comparing students' and teachers' opinion of the classroom climate and find out the differences between state, private and church school.

For the inquiry we chose a standardized anonymous questionnaire CES (shorted), which was translates and implemented by J. Lašek from Pedagogical Faculty of the University of Hradec Králové. The questionnaire was used as a tool for evaluating social classroom climate. It was anonymous so the students would not be ashamed and truly answer the questions.

Aim of this empiric inquiry was to learn and evaluate the social climate of third grade classrooms at Hotel school (Hotelová škola) in Třebíč, first and third grade classrooms at Secondary vocation school (SOŠ) Podyjí, sr.o in Znojmo and of third grade classrooms at Catholic secondary school in Třebíč.

Main goals of the inquiry:

- comparison of actual and preferred classroom climate
- comparison of students' and teachers' opinions
- comparison of school differences

We will compare the results and after discussing them with directors of different schools there are to be used as a base for further influence with the aim to create positive classroom climate.

Hypothesis formulation

For the given purpose the following hypotheses were formulated:

H 1: We suppose there will be differences between actual and preferred classroom climate evaluation in every classroom.

H 2: There will not be significant differences between students' and teachers' classroom climate evaluation in 1.B, as well as in 3.A students' and teachers' evaluation of actual and preferred form at Secondary vocation school (SOŠ) Podyjí in Znojmo.

H 3: We suppose there will be differences between actual and preferred classroom climate evaluation at state, private and church schools.

Characteristics of the method of inquiry

A standardized CES (Classroom Environment Scale**)** questionnaire was chosen because it provides more information from more respondents (Gavora, 2000). It was anonymous and its filling took maximum 20 minutes.

CES – Classroom Environment Scale (actual and preferred shory form)

Authors: E. J. Tricket, R. H. Moos, B. J. Fraser. Translated and implemented by J. Lašek from Pedagogical Faculty of the University of Hradec Králové.

Description: The questionnaire includes 24 items, 6 variable; and evaluates the classroom social climate from the following aspects:

1. **Student's absorption in schoolwork (questions number 1, 7, 13, 19).**
2. **Student-to-student relations in the classroom (questions number 2, 8, 14, 20).**
3. **Teacher's guidance and support (questions number 3, 9, 15, 21).**
4. **Students' focus on tasks (questions number 4, 10, 16, 22).**
5. **Order and organization (questions number 5, 11, 17, 23).**
6. **Rules clarity (questions number 6, 12, 18, 24).**

There are two forms of the questionnaire: actual and preferred.
It is assigned for 7^{th} – 9^{th} elementary school grades and 1^{st} – 4^{th} secondary school grades.

Administration: Each student fills the questionnaire individually by checking Yes – No options. The authors recommend submitting preferred form questionnaires first, followed by the actual form 2 weeks later.

Evaluation: Yes answer is evaluated by 3 points, No answer by 1 point (questions number 3, 4, 7, 8, 12, 13, 16, 17, 22 and 23 vice versa) and blank answer by 2 points. Final score is obtained by calculating points in each section. Student can get minimum of 4 points and maximum of 12 points in each section, the average is 8 points.
Filling in the questionnaire in an average size classroom takes approximately 20 minutes including instructions; it takes about the same time to evaluate the results.

There were 141 students' preferred form and 138 actual form questionnaires distributed at schools. Students at Hotel school in Třebíč and Secondary vocation school Podyjí in Znojmo answered each questionnaire, however, at the Catholic secondary school in Třebíč one classroom refused to fill in the questionnaires and the rate of return was only 50%. Therefore, there were 111 preferred form questionnaires and 108 actual form questionnaires to be evaluated.

We also asked the classrooms' teachers at the mentioned above schools to fill in the questionnaires in order to find out how they perceive the environment. We obtained properly filled questionnaires only from teachers at Secondary vocation school Podyjí in Znojmo. Teachers from Hotel school and Catholic secondary school in Třebíč refused to do so. Therefore, We only had 10 teachers' preferred form and 10 actual form questionnaires to evaluate.

The questionnaires' anonymity should guarantee frankness and verity of the answers.

Description of the surveyed sample:

This questionnaire-based survey was held in December 2006 and focused on secondary schools students in Třebíč and Znojmo. Aim of this survey was not addressing all the students but rather performing a test with reasonable number of respondents at three randomly chosen schools - Hotel school as a state school, Secondary vocation school Podyjí as a private school and Catholic secondary school as a church school.

At the Hotel school, as well as at the Catholic secondary school, the survey took place in two classrooms, using questionnaires. First the preferred form ones and 2 weeks later the actual form ones.

At the Secondary vocation school Podyjí the survey was held the same way, however, in the first and third grades, since the school management was interested in evaluating classrooms in this specific grades.

Survey details:

1. Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo:
   1. B – Field of study: Structural engineering – Actual form - 27 respondents
      Preferred form - 27 respondents
   3. A – Field of study: Structural engineering – Actual form - 11 respondents
      Preferred form - 11 respondents
2. Hotel school (Hotelová škola) in Třebíč:
   OB3 – Field of study: businessman/businesswoman -
      Actual form - 22 respondents
      Preferred form -21 respondents

HT3 – Field of study: hotel keeping and tourism -
Actual form - 24 respondents
Preferred form -28 respondents
Catholic secondary school in Třebíč:
3.A - Actual form - 24 respondents
Preferred form -24 respondents

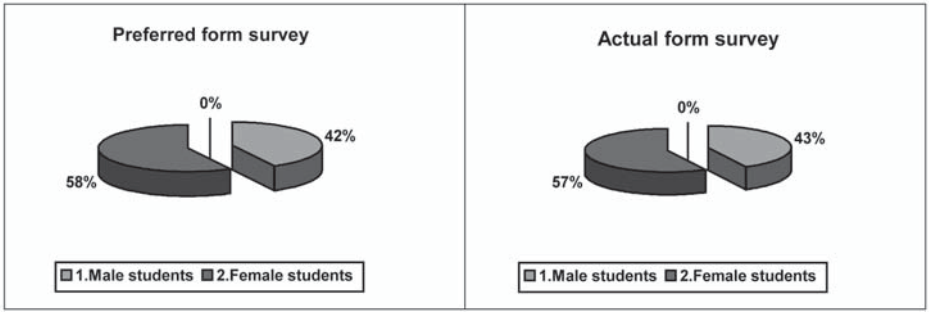
Total: 108 respondents (students) – actual form

Results and their interpretation:

At first a statistic analysis was performed. Following findings are based on its results; some of them are accompanied by graphic illustration for the sake of lucidity.

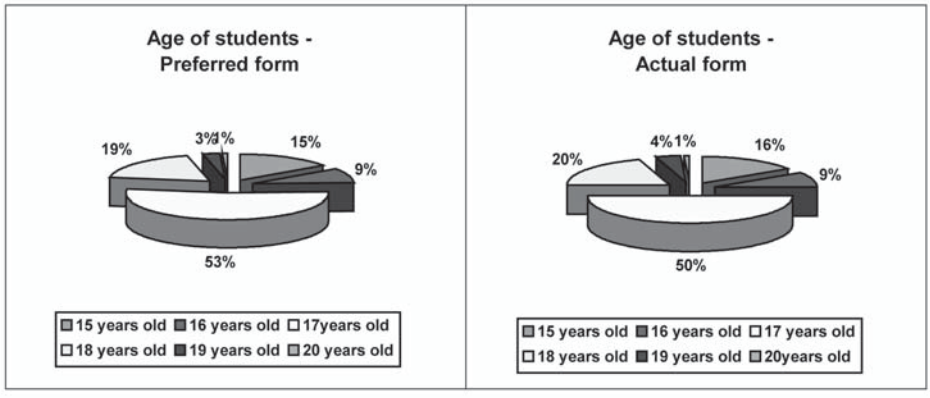
Students were asked to mark on the questionnaires whether they were males and females.

Preferred form questionnaires were filled in by **47 male** and **64 female students**. **Actual form** questionnaires were filled in by **46 male** and **62 female students**. Proportion of both forms of survey was quite even.



Students were also asked to state their age. Preferred form questionnaires were filled in by 17 fifteen years old students, 10 sixteen years old students, 59 seventeen years old students, 21 eighteen years old students, 3 nineteen years old students and 1 twenty years old student. Statistically, seventeen years old students were the most significant percentage group, followed by eighteen years old, fifteen years old, sixteen years old and nineteen years old students. The smallest group was represented by 1 twenty years old student.

Actual form questionnaires were filled in by 17 fifteen years old students, 10 sixteen years old students, 54 seventeen years old students, 22 eighteen years old students, 4 nineteen years old students and 1 twenty years old student.



Statistically, seventeen years old students were the most significant percentage group, followed by eighteen years old, fifteen years old, sixteen years old and nineteen years old students. The smallest group was represented by 1 twenty years old student.

Then the students were asked to state the name of their school and classroom.
Preferred form survey was participated by:

- 21 OB3 classroom students – Field of study: Businessman/businesswoman, School: Hotel school in Třebíč

- 28 HT3 classroom students – Field of study: Hotel keeping and tourism, School: Hotel school in Třebíč

- 27 1.B classroom students – Field of study: Structural engineering, School: Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

- 11 3.A classroom students – Field of study: Structural engineering, School: Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

- 24 3.A classroom students – School: Catholic secondary school in Třebíč

Table 1: Participation in Preferred form survey

Clasroom	Field of study	School	Number of participants
OB3	Businessman/businesswoman	Hotel school in Třebíč	21
HT3	Hotel keeping and tourism	Hotel school in Třebíč	28
1.B	Structural engineering	SOŠ Podyjí in Znojmo	27
3.A	Structural engineering	SOŠ Podyjí in Znojmo	11
3.A		Catholic secondary school in Třebíč	24

Actual form survey was participated by:

- 22 OB3 classroom students – Field of study: Businessman/businesswoman, School: Hotel school in Třebíč

- 24 HT3 classroom students – Field of study: Hotel keeping and tourism, School: Hotel school in Třebíč

- 27 1.B classroom students – Field of study: Structural engineering, School: Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

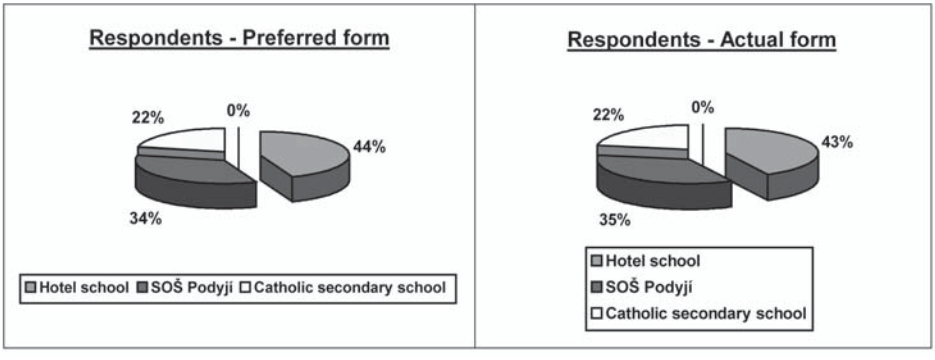
- 11 3.A classroom students – Field of study: Structural engineering, School: Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

- 24 3.A classroom students – School: Catholic secondary school in Třebíč

Table 2: Participation in Actual form survey

Clasroom	Field of study	School	Number of participants
OB3	Businessman/businesswoman	Hotel school in Třebíč	22
HT3	Hotel keeping and tourism	Hotel school in Třebíč	24
1.B	Structural engineering	SOŠ Podyjí in Znojmo	27
3.A	Structural engineering	SOŠ Podyjí in Znojmo	11
3.A		Catholic secondary school in Třebíč	24

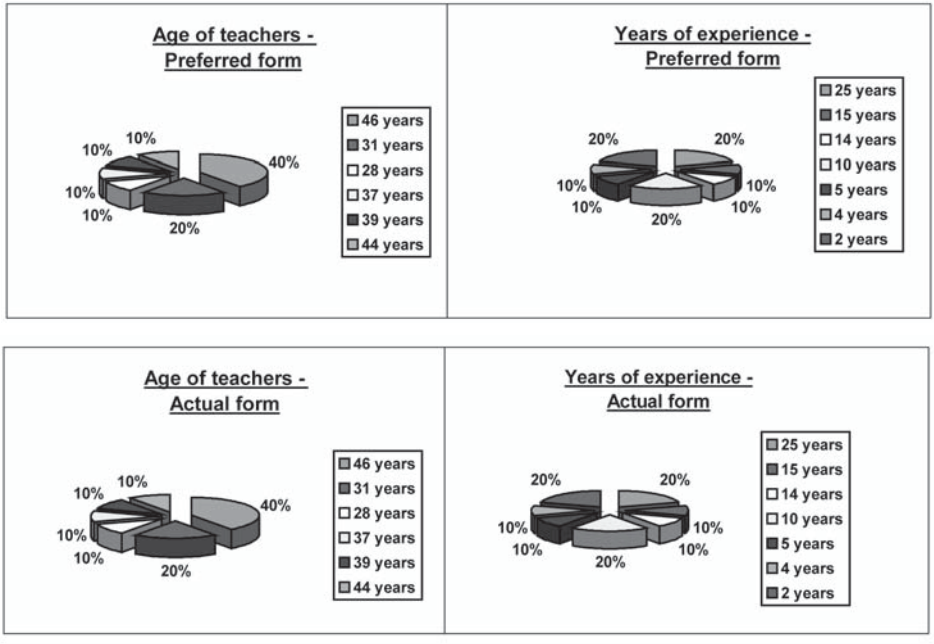
The biggest group participating in this survey was Hotel school in Třebíč – 49 Preferred form respondents and 46 Actual form respondents. Second biggest group was Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo - 38 Preferred form respondents and 38 Actual form respondents. The smallest group was Catholic secondary school in Třebíč - 24 Preferred form respondents and 24 Actual form respondents. Proportion of both forms of survey was quite even.



Teachers were also asked to mark on the questionnaires whether they were males and females. Both Preferred and Actual form surveys were participated by 5 male and 5 female teachers. Proportion of sexes in both forms of survey was quite even.

Teachers, as well as students, were to state their age. Preferred form questionnaires were filled in by 4 forty-six years old teachers, 2 thirty-one years old teachers, 1 twenty-years years old teacher, 1 thirty-even years old teacher, 1 thirty-nine years old teacher and 1 forty-four years old teacher. Actual form questionnaires were filled in by the same respondents.

Apart from their age, teachers were also asked to fill in number of years of experience. Preferred form questionnaires showed that the longest experience was 25 years – two teachers, then 15 years – 1 teacher, 14 years – 1 teacher, 10 years – 2 teachers, 5 years – 1 teacher, 4 years – 1 teacher and 2 years – 2 teachers. Actual form questionnaires were filled in by the same respondents.



Teachers also stated in which classroom they were teaching.

Preferred form questionnaires were filled in by:

- Five 1.B classroom teachers – Field of study Structural engineering, Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

- Five 3.A classroom teachers – Field of study Structural engineering, Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

Actual form questionnaires were filled in by:

- Five 1.B classroom teachers – Field of study Structural engineering, Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

- Five 3.A classroom teachers – Field of study Structural engineering, Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo

Teachers were only a smart part of both preferred and actual forms of survey. Only teachers from Secondary vocation school (SOŠ) Podyjí, s.r.o in Znojmo participated in the project. Teachers from Hotel school and Catholic secondary school in Třebíč refused to participate, as stated above.

Classroom orientated results

Table 3: CES – P, HT3 – Hotel school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	9,43	2,01	7,42 – 11,44	10
Student-to-student relations	10,36	2,07	8,29 – 12,43	11
Teacher's support	9,5	2,24	7,26 – 11,74	10
Focus on tasks	7,64	2,14	5,5 – 9,78	8
Order and organization	10,61	1,50	9,11 – 12,11	10,5
Rules clarity	10	2,14	7,86 – 12,14	10

Table 4: CES – A, HT3 – Hotel school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	6,21	1,68	4,53 – 7,89	6
Student-to-student relations	8,83	1,81	7,02 – 10,64	9
Teacher's support	9,46	2,14	7,32 – 11,6	10
Focus on tasks	7,37	2,12	5,25 – 9,49	8
Order and organization	5,83	1,52	4,31 – 7,35	6
Rules clarity	9,83	1,91	7,92 – 11,74	10

From tables 3 and 4 we conclude that students at Hotel school in Třebíč, field of study - Hotel keeping and tourism find absorption in schoolwork and order and organization below average, as well as task focus. Student-to-student relations are rated as average. Only rules clarity during classes, exams and written tests and teachers' support were marked as above average. Students wish order and organization, absorption in schoolwork and student-to-student relations to be improved. **Difference was found between reality and wishes in the following fields: order and organization, absorption in schoolwork and student-to-student relations.** Students in this classroom see

the rules clarity during classes, exams and written tests and teachers' support as well as task focus as satisfactory and do not wish to improve them, even though they rated focus on tasks only average.

Table 5: CES – P, OB3 – Hotel school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	10,14	1,49	8,65 – 11,63	10
Student-to-student relations	11,05	1,46	9,59 – 12,51	12
Teacher's support	11,28	1,28	10 – 12,56	12
Focus on tasks	7,9	1,80	6,1 – 9,7	8
Order and organization	10,71	1,16	9,55 – 11,87	10
Rules clarity	10,66	1,43	9,23 – 12,09	10

Table 6: CES – A, OB3 – Hotel school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	6,18	1,69	4,49 – 7,87	6
Student-to-student relations	10,18	2,33	7,85 – 12,51	11
Teacher's support	5,36	2,36	3 – 7,72	4
Focus on tasks	7,81	2,33	5,48 – 10,14	8
Order and organization	6,5	1,75	4,75 – 8,25	6
Rules clarity	9,47	2,09	7,38 – 11,56	10

From tables 5 and 6 we conclude that students at Hotel school in Třebíč, field of study - Businessman/businesswoman find teacher's support and guidance, absorption in schoolwork and order and organization well below average. Focus on tasks was average; rules clarity during classes, exams and written tests and student-to-student relations were above average. Students wish teacher's support and guidance, absorption in schoolwork, order and organization and student-to-student relations to be improved.

Difference was found between reality and wishes in the following fields: **teacher's support and guidance, absorption in schoolwork, order and organization and student-to-student relations.** Students in this classroom see the rules clarity during classes, exams and written tests and task focus as satisfactory and do not wish to improve them, even though they rated focus on tasks only average.

Table 7: CES – P, 1.B – Secondary vocation school (SOŠ) Podyjí

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	9,55	2,06	7,49 – 11,61	10
Student-to-student relations	9,93	1,92	8,01 – 11,85	10
Teacher's support	10,22	1,37	8,85 – 11,59	10
Focus on tasks	7,63	2,18	5,45 – 9,81	8
Order and organization	9,77	1,99	7,78 – 11,76	12
Rules clarity	10,30	1,16	9,14 – 11,46	12

Table 8: CES – A, 1.B – Secondary vocation school (SOŠ) Podyjí

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	6,74	1,73	5,01 – 8,47	6
Student-to-student relations	10,59	1,42	9,17 – 12,01	10
Teacher's support	10,03	1,64	8,39 – 11,67	10
Focus on tasks	7,03	1,83	5,2 – 8,86	7
Order and organization	7,63	1,89	5,74 – 9,52	8
Rules clarity	10,15	2,03	8,12 – 12,18	10

From tables 7 and 8 we conclude that 1.B students at Secondary vocation school (SOŠ) Podyjí, Field of study: Structural engineering find absorption in schoolwork, focus on tasks and order and organization below average. However, as above average they rated student-to-student relations, teacher's support an guidance and rules clarity during classes, exams and written tests. Students wish order and organization, absorption in schoolwork and rules clarity during classes, exams and written tests to be improved.

Difference was found between reality and wishes in the following fields: order and organization, absorption in schoolwork, rules clarity during classes, exams and written tests and focus on tasks. Students in this classroom see the student-to-student relations and teacher's support and guidance as satisfactory and do not wish to improve them.

Table 9: CES – P, 3.A – Secondary vocation school (SOŠ) Podyjí

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	9,45	2,71	6,74 – 12,16	10
Student-to-student relations	11,09	1,31	9,78 – 12,4	12
Teacher's support	9,45	1,56	7,89 – 11,01	10
Focus on tasks	8	1,91	6,09 – 9,91	8
Order and organization	10,36	1,43	8,93 – 11,79	10
Rules clarity	9,81	1,99	7,82 – 11,8	10

Table 10: CES – A, 3.A – Secondary vocation school (SOŠ) Podyjí

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	6,09	2,19	3,9 – 8,28	6
Student-to-student relations	10,09	1,38	8,71 – 11,47	10
Teacher's support	6,18	1,40	4,78 – 7,58	6
Focus on tasks	7,63	2,38	5,25 – 10,01	8
Order and organization	6,18	1,80	4,38 – 7,98	6
Rules clarity	9,45	2,10	7,35 – 11,55	8

From tables 9 and 10 we conclude that 3.A students at Secondary vocation school (SOŠ) Podyjí, Field of study: Structural engineering find absorption in schoolwork, teacher's support an guidance and order and organization well below average. As average they rated rules clarity during classes, exams and written tests and focus on tasks. Student-to-student relations were the only field rated as above average. Students want teacher's support an guidance, absorption in schoolwork, order and organization, student-to-student relations and rules clarity during classes, exams and written tests to be improved. **Difference was found between reality and wishes in the following fields: teacher's support and guidance, absorption in schoolwork, order and organization, student-to-student and rules clarity during classes, exams and written tests.** Students in this classroom see focus on task as satisfactory and do not wish to improve it, even though they rated this field only as average.

Table 11: CES – P, 3.A – Catholic secondary school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	10,25	2,18	8,07 – 12,43	11
Student-to-student relations	9,5	2,02	7,48 – 11,52	10
Teacher's support	9,33	1,88	7,45 – 11,21	10
Focus on tasks	9,25	2,07	7,18 – 11,32	8
Order and organization	9,83	2,13	7,7 – 11,96	10
Rules clarity	10,21	2,31	7,9 – 12,52	11,5

Table 12: CES – A, 3.A – Catholic secondary school

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	5,58	1,41	4,17 – 6,99	6
Student-to-student relations	8,33	2,30	6,03 – 10,63	8
Teacher's support	8,92	1,96	6,96 – 10,88	9
Focus on tasks	7,87	1,90	5,97 – 9,77	8
Order and organization	5,38	1,58	3,8 – 6,96	5
Rules clarity	8,38	2,14	6,24 – 10,52	8

From tables 11 and 12 we conclude that 3.A students at Catholic secondary school in Třebíč find order and organization and absorption in schoolwork well below average. As average they rated rules clarity during classes, exams and written tests, focus on tasks and student-to-student relations. Only teacher's support and guidance was above average (9 points) and it actually was the highest mark in Actual class climate. Students want absorption in schoolwork, order and organization and rules clarity during classes, exams and written tests to be improved. **Difference was found between reality and wishes in the following fields: absorption in schoolwork, order and organization, rules clarity during classes, exams and written tests, student-to-student relations and teacher's support and guidance.** Students in this classroom see focus on task as satisfactory and do not wish to improve it, even though they rated this field only as average.

Table 13: CES – P, 1.B – Secondary vocation school (SOŠ) Podyjí – teachers

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	11,2	0,98	10,22 – 12,18	12
Student-to-student relations	10	1,26	8,74 – 11,26	10
Teacher's support	8,8	1,6	7,2 – 10,4	10
Focus on tasks	10,6	1,2	9,4 – 11,8	10
Order and organization	10,4	0,8	9,6 – 11,2	10
Rules clarity	11,6	0,8	10,8 – 12,4	12

Table 13: CES – A, 1.B – Secondary vocation school (SOŠ) Podyjí – teachers

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	8,4	1,50	6,9 – 9,9	8
Student-to-student relations	10	2,53	7,47 – 12,53	12
Teacher's support	10,2	1,33	8,87 – 11,53	10
Focus on tasks	10,4	1,50	8,9 – 11,9	10
Order and organization	8,4	1,50	6,9 – 9,9	8
Rules clarity	11,8	0,4	11,4 – 12,2	12

From tables 13 and 14 we conclude that 1.B teachers at Secondary vocation school (SOŠ) Podyjí, Field of study: Structural engineering find absorption in schoolwork and order and organization average. As above average they rated student-to-student relations, teacher's support and guidance, focus on tasks and rules clarity during classes, exams and written tests. Teachers want absorption in schoolwork, order and organization and student-to-student relations to be improved. **Difference was found between reality and wishes in the following fields: absorption in schoolwork, order and organization and student-to-student relations.** Teachers see rules clarity during

classes, exams and written tests, focus on tasks and teacher's support as satisfactory and do not wish to improve them.

Table 15: CES – P, 3.A – Secondary vocation school (SOŠ) Podyjí – teachers

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	10,8	2,4	8,4 – 13,2	12
Student-to-student relations	9,6	1,50	8,1 – 11,1	10
Teacher's support	8,8	2,04	6,76 – 10,84	8
Focus on tasks	9,2	1,6	7,6 – 10,8	8
Order and organization	11,6	0,8	10,8 – 12,4	12
Rules clarity	11,2	1,6	9,6 – 12,8	12

Table 16: CES – A, 3.A – Secondary vocation school (SOŠ) Podyjí – teachers

	Arithmetic Mean	Standard Deviation	Zone of Regularly Value	Median
Absorption in schoolwork	6	1,26	4,74 – 7,26	6
Student-to-student relations	9,8	2,04	7,76 – 11,84	10
Teacher's support	9,2	2,04	7,16 – 11,24	10
Focus on tasks	10,4	1,50	8,9 – 11,9	10
Order and organization	6,8	0,98	5,82 – 7,78	6
Rules clarity	12	0	12 - 12	12

From tables 15 and 16 we conclude that 3.A teachers at Secondary vocation school (SOŠ) Podyjí, Field of study: Structural engineering find absorption in schoolwork and order and organization below average. As above average they rated rules clarity during classes, exams and written tests, student-to-student relations and teacher's support and guidance. Teachers want absorption in schoolwork and order and organization to be improved. **Teacher's support and guidance and focus on tasks** were rated as above average and they wish to lower their level. **Difference was found between reality and wishes in the following fields: absorption in schoolwork and order and organization.** Teachers see student-to-student relations and rules clarity during classes, exams and written tests as satisfactory and do not wish to improve them

Examination of set hypotheses

Due to the goal of this baccalaureate work, three hypotheses were set and were to be confirmed or disproved by described above inquiry.

H 1: We assume that differences between actual and preferred form will be found in each classroom.

Inquiry results, noted in tables 3 to 14 show that **there is a difference** between actual and preferred form in each classroom of the mentioned above schools. Students of all classrooms wish **absorption in schoolwork and order and organization** to be improved. Classrooms HT3, OB3, 3.A at Secondary vocation school (SOŠ) Podyjí and classroom 3.A at Catholic secondary school also wish **student-to-student relations.** Classrooms OB3, 3.A at Secondary vocation school (SOŠ) Podyjí and classroom 3.A at Catholic secondary school also wish **teacher's support and guidance** to be improved. In light of these results, we can state that students wish at least two of the six climate fields to be improved.

Hypothesis 1 was confirmed.

H 2: There will not be significant differences in classroom climate evaluation between teachers and students in 1.B, neither in teachers' and students' preferred and actual forms in 3.A at Secondary vocation school (SOŠ) Podyjí in Znojmo.

Classroom 1.B climate evaluation showed the following differences: **students** find **focus on tasks below average**; **teachers** on the other hand marked it as **above average**. **Students** wish **rules clarity and focus on tasks to be improved**; however **teachers find these sufficient and do not wish to improve them**. **Teachers** wish **student-to-student relations to be improved**, but **students** themselves **see these as sufficient and do not wish to improve them**. For actual and preferred classroom climate see tables 7, 8, 13 and 14.

Classroom 3.A climate evaluation showed the following differences: **students** find **teacher's guidance and support below average and rules clarity and focus on task average.** However, **teachers** rated these fields as **above average**. **Students** wish **teacher's guidance ad support, student-to-student relations and rules clarity to be improved,** but teachers find **student-to-student relations and rules clarity sufficient and do not wish to improve them**. Teachers think that their **guidance and support is above average and wish to lower it.** For actual and preferred classroom climate see tables 9, 10, 15 and 16.

Hypothesis 2 was not confirmed.

H 3: We believe there will be differences in preferred and actual form of classroom climate evaluation between state, private and church school.

Students at Hotel school found **actual form** of **rules clarity above average**; HT3 students rated as **above average also teacher's support and guidance**. OB3 students saw as **above average also student-to-student relations**. Students in both classes find **focus on tasks and order and organization below average**. OB3 students rated **teacher's support and guidance well below average.** For results see tables 4 and 6.

Students at Secondary vocation school (SOŠ) Podyjí found **actual form** of **student-to-student relations above average**, 1.B students rated as above average also **teacher's support and guidance and rules clarity.** As **below average** students in both classes rated **absorption in schoolwork**; 1.B students saw so also **focus on tasks** and 3.B students found so **teacher's support and guidance and order and organization**. For results see tables 8 and 10.

3.A students at Catholic secondary school found **actual form** of **teacher's support and guidance above average; as below average** they rated **order and organization, absorption in schoolwork, student-to-student relations, focus on tasks and rules clarity**. For results see table 12.

Students at Hotel school wish **preferred form of absorption in schoolwork, student-to-student relations and order and organization to be improved**. OB3 students also wish to improve **teacher's support and guidance**. See tables 3 and 5.

Students at Secondary vocation school (SOŠ) Podyjí wish **preferred form of absorption in schoolwork, order and organization and rules clarity to be improved.** 1.B students also wish to improve **focus on tasks** and 3.A students wish to improve **student-to-student relations and teacher's support and guidance**. See tables 7 and 9.

3. A students at Catholic secondary school wish **preferred form of absorption in schoolwork, student-to-student relations, teacher's support and guidance order and organization and rules clarity to be improved**. See table 11.

Hypothesis 3 was confirmed.

Conclusion

Aim of this work was to learn and evaluate classroom climate at randomly chosen schools. Compare actual and preferred climate in each classroom, compare students' and teachers' opinions and compare differences between schools.

Even though classroom climate is believed to be critical parameter in classical and alternative school comparison, only few such studies exist. One of the reasons is the fact, that many alternative schools are not open to scientific observations and refuse to be compared to classical school. (Průcha, 1996).

We faced both willingness and unwillingness to cooperate during my study. Claim, that alternative schools are not willing to be compared to other schools proved wrong in the case of private school in Znojmo, where we experienced warm approach and willingness to cooperate. This school returned all questionnaires filled and the school management showed interest in the results. Due to the teachers' and students' cooperation we were able to confirm their opinions of the classroom climate.

Catholic secondary school was unwilling to cooperate; only one classroom (out of two) filled in the questionnaires. Management of Hotel school's in Třebíč was interested in cooperation; however, teachers refused to fill in the questionnaires, claiming that these were not addressed to them. Only students filled them in.

Comparing approach to classroom climate survey, we found Secondary vocation school (SOŠ) Podyjí to be the best, followed by Hotel school in Třebíč. Catholic secondary school was not open to any kind of survey, which proved the facts stated in professional literature.

Statements of alternative school promoters, saying that classroom climate in these schools is more propitious for students than the one in state schools (Průcha, 2000) did not prove right. CES questionnaire authors claim, that the best climate is in classrooms, where there is the smallest difference in actual and preferred forms (Lašek, 2001). We found the smallest difference in Hotel school's classroom HT3 (3 climate fields), then in OH3 classroom at the same school (4 climate fields). Four fields difference was found also in 1.B at private school in Znojmo; five fields difference was found in 3.A classroom of this school as well as in 3.A classroom at Catholic secondary school. **The smallest difference between actual and preferred classroom climate was found in classroom HT3 at Hotel school, the biggest difference was found in classrooms 3.A at Secondary vocation school (SOŠ) Podyjí and 3.A at Catholic secondary school.** Claim, that alternative schools climate is more favorable than state ones' did not prove totally. In general, students are not completely satisfied with their classroom climate at all three types of schools. They wish to work in better climate than in the one they experience every day.

Aim of this study was also to compare students' and teachers' opinions of classroom climate. We could do so only at Secondary vocation school (SOŠ) Podyjí because the teachers there were the only ones who filled in the questionnaires. There were differences between students' and teachers' evaluation in many fields of the classroom climate as well as in its preferred form. Generally speaking, we can say, that the fields, which students saw as under average and would like to improve them, teachers rated as sufficient and vice versa. Both students and teachers wish to improve only absorption in schoolwork and order and organization. (Hypothesis 2).

We also wanted to compare actual climate in each classroom and find out what climate students wish to study in.

From **actual climate** comparison at **Hotel school** we can conclude that students see **student-to-student relations and rules clarity as best**. HT3 students consider **teacher's support and guidance to be good**; however, OB3 students rated **teacher's support as well below average**. **Students from both classes rated absorption in schoolwork and order and organization below average.**

Students at Secondary vocation school (SOŠ) Podyjí gave the best grade to student-to-student relations. 1.B students consider rules clarity and teacher's support and guidance very good; however, 3.A students rated teacher's support and guidance below average and rules clarity average. They all find absorption in schoolwork deficient.

Students at **Catholic secondary school** consider **teacher's support to be the best**. As **very not satisfactory they rated order and organization**.

As far as **preferred** climate, HT3 students at **Hotel school** wish to **improve order and organization**, OB3 would like **teacher's support to be better**. Students from **both classes wish absorption in schoolwork and student-to-student relations to be improved**, even though they rated these fields quite well.

1.B and 3.A students at **Secondary vocation school (SOŠ) Podyjí** want to improve **absorption in schoolwork and order and organization.** 1.B students **would like rules clarity and focus on tasks to be better**, 3.A students **would like to improve teacher's support and guidance, rules clarity and student-to-student relations**, even though they rated these fields quite well.

Students at **Catholic secondary school** would like to **improve all fields of classroom climate, except of focus on tasks**.

Generally, **students at Hotel school rated rules clarity the best, and absorption in schoolwork and order and organization below average. Students at Secondary vocation school (SOŠ) Podyjí rated student-to-student relations the best and absorption in schoolwork below average. Students at Catholic secondary school rated teacher's support and guidance the best and order and organization very deficient.**

As far as preferred climate, students at **Hotel school want order and organization, absorption in schoolwork and student-to-student relations to be improved**. **Secondary vocation school (SOŠ) Podyjí** students **would like to improve absorption in schoolwork, order and organization and rules clarity**. Students at **Catholic secondary school want absorption in schoolwork, student-to-student relations, teacher's support and guidance, order and organization and rules clarity to be improved.**

Bibliography

GAVORA, P. *Úvod do pedagogického výzkumu*. Brno: Paido, 2000. ISBN 80-85931-79-6.

LAŠEK, J. *Sociálně psychologické klima školních tříd a školy.* Hradec Králové: Gaudeamus, 2001. 161 s. ISBN 80-7041-088-4.

LAŠEK, J. Komunikační klima ve středoškolské třídě. *Pedagogika,* 1994, roč. 44, č. 2. s. 155–162.

LAŠEK, J., CHRZOVÁ, M. *Základy statistického zpracování pedagogicko-psychologického výzkumu.* 1. vyd. Hradec Králové: Gaudeamus, 2003. 42 s.ISBN 80-7041-749-8.

EVALUACE KLIMATU TŘÍDY V SEKUNDÁRNÍM ŠKOLSTVÍ

Souhrn: Evaluace klimatu třídy v sekundárním školství má význam pro studium problematiky zdravého životního stylu který škola může ovlivnit, jelikož hodnotí školní třídu jako prostředí pro učení žáky dané třídy a vyučující, kteří zde působí. Podstatou evaluace klimatu školní třídy je skutečnost, že určité prostředí se hodnotí na základě výpovědi samotných účastníků daného prostředí.Tyto výpovědi, získávané hlavně pomocí speciálních dotazníků a hodnotících škál, mají odrážet, jak účastníci (např. žáci) prožívají, vnímají a posuzují prostředí, v němž se vzdělávají.

Klíčová slova: sociální klíma třídy, preferované klíma, reálné klima