

Abstract

This thesis explores the classroom climate and classroom relationships of the senior class of a particular four-year, six-year, and eight-year high school. The thesis is divided into a theoretical and an empirical part, and the two parts are closely related. The theoretical part is divided into four chapters. The thesis draws on the literature in the fields of education and social psychology and focuses in particular on the characterisation of school classroom climate and methods of measuring climate. An essential chapter of the theoretical part of the thesis is also the area dealing with the characteristics of relationships within the classroom collective. The empirical part of the thesis then proceeded to a quantitative-qualitative research investigation, which focused on exploring the differences and interrelationships within the classroom collective of senior high school students with different lengths of study. After defining the seven research questions and introducing the methodology of the study, the data was collected using the standardized questionnaire Classroom Climate by Jiří Mareš and Stanislav Ježek, which was distributed among the male and female students of the three graduating classes of the high school. The second part of the data collection was conducted using structured interviews with the class teachers of these classes. The main finding of the research investigation was the difference in the evaluation of the classroom collective among the pupils and female students of four-year and multi-year grammar schools, while the influence of the class teacher on the classroom relationships was found to be negligible in the final year classes, in contrast to the academic literature.

Key Words

CES questionnaire, high school, senior year, interviews, classroom environment, classroom relationships