

Abstract

Diplom work deals with the thema classroom climate and educational style of the teacher. Main subject is analyzing of psychological subsequences amongst educational style of the teacher and social climate in classroom. The work is devided into theoretical and experimental part.

Theoretical part consists of two chapters. First chapter deals with psychosocial climate in classroom, with focus on classroom as a social group as well as development period of second level pupils. And furthermore deals with the problematic of classroom climate itself. The main focus of second chapter is on educational style of the teacher.

Results of quantitative research are stated in eperimental part. The quality of clasroom climate was explored with a survey amongst pupils of second level of sport Elementary school and pupils of first level of Grammar school. Moreover also how these pupils rate educational styles of their theacher. Than folows relation between these two above stated clasroom phenomenons - climate and education style of teacher. In the conclusion of diplom work is a discussion about results of experimental part and a summary of all identified facts.

Keywords

Classroom climate, classroom, pupil, teacher, education style of teacher, educational relationship, educational leadership