SCHOOL CULTURE AND THE RELATED ISSUES

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Abstract: The results of education process are not dependent only on methods and forms used by teachers but also on environment where students work. School culture is a topic that requires systematic attention. Different literature describes different types of school culture. The author describes them and also compares them from the point of contribution to school reality. School culture is not a problem that does not deal with other aspects, it also functions externally. School culture is very important part of school image, it consists of various aspects, e.g. pedagogical and didactical activities, organizational activities, school presentation, school routing. These basic aspects are analyzed in the relation to basic areas and also with the relation to school types.. These are the main ideas the author stresses in his paper.

Keywords: school, culture, model, school climate, pedagogical-didactic

1 Introduction

The article deals with some aspects of school culture. School culture, school climate and similar related issues have occurred in pedagogical terminology in the last decades. These aspects are closely related to the fact that the results of the education process depend not only on the forms and methods applied by teachers but also on the environment where pupils work. Teachers have been aware of this fact for many years. That is why they have paid much attention to the school environment and climate. Unfortunately, under the knowledge pressure, schools used to focus on scientism a lot and some important aspects have been neglected. However, we have turned back to them recently and we have adapted them to current conditions. One of the neglected aspects is the school culture which is being discussed in this article.

1.1 School culture and related aspects

The term "school culture" has been intensively used in pedagogy in recent years which is related to the need of complex understanding of school roles. School is a "miniworld" in a "macroworld", the two worlds being mutually interrelated and influenced. Their common objective is to prepare a man to social life.

School culture has several different definitions depending on the view of an author. It is thus characterized from a social, didactic, management, organization, etc. point of view. Regardless the point of view, school culture implies severalfunctions related to all education factors. I. Lukšík (2012) mentions the following aspects:

- analytical and practical requirements, e. g., organizational needs, common language, power, status, standards of cooperation , inter-human relations, etc.
- anthropological conceptions, e. g., specific group phenomenon, value system, material aspect of culture – symbols, curriculum, school code, school rituals, etc.
- sociological conceptions, e. g. inter-connection of individual school elements related to the environment – location, festivals, etc.
- culture as textuality – various documents characterizing school.

It can be stated that school culture can be described in many ways depending on a given school function.

D. Jakubíková (2001) says: "School culture is its internal phenomenon primarily created and applied in management and relationship to its employees. It includes the complex of ideas, attitudes and values generally respected and maintained in school in a long-term perspective."

M. Pol (2006) characterizes school culture as follows: "…as a hardly defined but an omnipresent and stable factor including conviction and values, understanding, attitudes, meanings, standards, symbols, rituals, ceremonies, preferred behavior manifested in school people´s conduct. School culture includes an experience basis and the potential of change. Values usually form its core."

Another point of view is given by J. Světlík (In I. Lukšík, 2012):

- formal school model – focused on the implementation of objectives, with a strong authority of school management,
- collegial model – based on cooperation and collegiality, school values are accepted,
- political model – the collective is divided into smaller groups, school objectives are not primary,
- subjective model – individual interests prevail, but member interaction works,
- model of uncertainty – unclear objectives, school is unstable, activities are unpredictable.

According to many authors school culture is manifested in both material and non-material way, not only internally but also externally. L. Eger (2006) lists the following:

Material external manifestation:

- buildings, playgrounds, school land,
- stands at fairs and exhibitions,
- external school labelling, signs, school emblems, school flag,
- façades, doors, windows,
- school color,
- clothes of employees and pupils,
- school press, visiting-cards, school promotion materials,
- school souvenirs.

Material internal manifestation:

- entries, yards, front-yards,
- playground, use and design of the land and area,
- school presentation at the noticeboards inside,
- achievements of school, pupils and alumni,
- inside school area,
- architecture,
- lights, furniture, decorations,
- information systems (orientation boards, labels, etc.).

Non-material external manifestation:

- school educational program,
- school fees,
- behavior of employees and pupils to the public,
- form and offer of education,
- communication,
- school promotion and publicity,
- relationship pupil – teacher – parent – public.

Non-material internal manifestation:

- process and organization of education,
- school climate,
- relationship superior – subordinate,
- formal and informal communication between teachers, pupils and employees,
- basic values and ethics,
- time-management, value of time,
- stories, ceremonies,
- relation to the profession and work.

According to D. Touhy (2002) to deal with school culture means to consider three aspects:

- school products – rituals, school roles and standards,
- values – main directions of pupils´ a school value system,
- dispositions and school objectives – creating climate for objectives achievement.

It is obvious from the above mentioned information that school culture includes many areas which influence education activity. Therefore there has been recently paid more and more attention to it. We focus on some areas of school climate in this article. School climate is one of the significant parts of school culture as it is stated by H. Grecmanová (2008), J. Mareš (2003), E. Petlák (2006), J Světlík (2004) and others who add that climate and culture are two inseparable phenomena.

Regarding work of school, teachers and pupils, it is necessary to emphasize that heavier and heavier demands are put not only on school and teachers, but even more on pupils. Therefore it is necessary to create suitable school climate within good school culture for them to be able to meet these requirements.
School with good culture not only teaches, controls and evaluates pupils but it is also interested in their learning problems and helps, gives advice and regulates them.
School culture has broad influence and cannot be limited to pupils only. Good school culture creates good climate which helps everybody involved in school:

- pupils, because they attend good school and good class with interest, they look forward to their teachers, schoolmates and to everything going on at school…;
- teachers, because good climate is a prerequisite of good relations, it evokes interest in educational innovations, it opens good opportunities for self-realization…;
- other school employees, because they contribute to education of pupils as well, they co-create school climate, their satisfaction and dissatisfaction also influences pupils;
- parents, because all parents wish their children have good and first-rate school, good teachers and schoolmates. Good school significantly stimulates parents´ cooperation. Parents are informed in detail about what is going on at school via their children. Thus the parents are familiar with school culture via their children.

There are undoubtedly many reasons to care about school culture. We do not deal with the terminological differences between school climate and culture in this article as there are many authors who do not see any differences between them and consider them more-less equal.

In the contemporary literature is school climate defined and described in various aspects. This is because there are used different terms with regard to the climate of the school. Most often, climate is described by those terms, eg.: atmosphere of the school, school spirit, school ethos, school culture, school conditions, school environment, subculture of the group, social system of the school etc.

E. Eders´ opinion is that the terms "school, teaching and class climate are just beginning to establish itself in the conceptual repertoire of education science in the German-speaking area" (In Seebauerová, R., 2005). We add that this statement can be applied not only in the German language area, but has a wider validity. The influence of the number of views overlap, for example what one author refers to school climate, another calls it school culture, school spirit etc. However, we are of the opinion that this inconsistency in terminology does not substantially affect the pedagogic and didactic work of teachers in relation to the creation of a class or school climate. But we do not want to say that we should not strive for standardization of terminology. (This does not apply only to this concept. In Pedagogy still exist some terms, which the authors mean the same thing, but otherwise are named differently.)

Stoll (2018) writes: „School culture is one of the most complex and important concepts in education. Culture describes how things are and acts as a screen or lens through which the world is viewed. Each school has a different reality or mindset of school life, A school's culture is shaped by its history, context and the people in it. The school's age can impact cultural change. School culture is influenced by a school's external context. School cultures vary between primary and secondary schools. School culture is influenced by the school's pupils and their social class background. Changes in society pose challenges to a school's culture."

T. Pilch (2003) summarized and analyzed various definitions from the Polish and also from foreign literature and concluded that some definitions explain the school climate more complex (wider), other less complex (restricted).

In the more complex definitions are explained: the relationships between personality and environment, social climate as a school culture with its values, norms, opinions, climate as a set of subjective views of participating individuals, relationships of the school staffs etc.

Narrower definitions describe: climate as an organizational ideology - the objectives and values of school, climate as "mood", psychic state, as social climate typical for the class, climate as the overall rules of life in the classroom, climate as a mediator between students and teachers, etc.

Another criterion for defining the school is culture of didactic process and the social aspect, so called social climate. Culture of didactic process is expressed as: the quality of the school environment, as a link of educational content with the life orientation of the pupil in the educational process, the chances of success and the emphasis is on the process of education etc. Social climate is expressed as: involvement of teachers in the work, relationships between teachers and pupils, participation, relationships pupil - pupil, mutual coexistence etc.

These approaches were introduced to indicate the possibility of multiple approaches, but also to help the reader realize what all falls under the school climate, climate of the class and what affects it.

Another opinion has L. Pytka: "School climate is subjective image of phenomena situated in an environment, the specificity of the institution and its activities and behavior of each member of the institution, behavior and activities of the whole institution, organizational regulations." (In Pilch, T., 2003)

Czech authors define school climate as follows: "School climate is socio-psychological variable that reflects the quality of interpersonal relationships and social processes within the school as their value is perceived and experienced by teachers, students or school staff." (Průcha , J., Walter, E., Mares, J., 2013)

According to H. Grecmanová school climate includes the overall quality of the school environment:

- Ecology of the School (physical and aesthetic aspects of the school);
- Social environment (relationships among pupils, teachers, parents, school management);
- Social system, the social dimension related to the level of communication and cooperation between pupils, teachers, parent.
- Cultural and social dimension relating to the value patterns, new system ... (Grecmanová, H. 1988).

We believe that for the understanding or explanation of the school climate, it is not necessary to give further definitions. More important is to know that the school climate may vary. Understanding of the types of school climate can also serve as a

basis for some self-evaluation of the schools, their management, and even the staff. This knowledge also makes sense because:

- School climate is in its´ fundaments also everything what can experience all those who belong to this school, therefor the knowledge of the climate, and in particular its´ improvement contributes to creation of a positive and motivating climate;
- School climate affects the behavior of all those who belong to the school;
- School climate this is not just a description or characterization of the school in terms of its activities, but it is a set of qualities to which may be included - the work system, moral values, respect for rules, relationships among all who belong to the school etc.

In connection to what we said, we should remind that the school culture is assessed and evaluated from the following points of view.

Involvement of teachers. We can consider a large exposure - a team of teachers or majority of the team shares the roles of the school, perceive them as a progress in the collective effort of innovation. Adequate exposure is normal execution of the tasks of the school. Low involvement represents little interest in the performance of tasks or even indifference to school work and to its result.

Burden on teachers. Also in everyday life is known that people can also perform more demanding tasks and do not feel aversion to them, while in performing the tasks they see sense. This is also true for the climate of the school. Teachers should be required tasks, which they believe are meaningful and should not be formal (eg. meetings without a clear objective reporting of non-essential activities, etc.).

Spirit of School. Previously mentioned points and also a number of other activities generate some school spirit. That is reflected in the satisfaction or dissatisfaction with the performance of the tasks of the school in accordance with the attempt to informal tasks performing, the human relationships to pupils etc.

Relationships among teachers. Although we write about this aspect at different places, we would like to emphasize just the informal relationships to pedagogical - didactic aspects of the work - mutual exchange of experiences, mutual observations, and peer support up to the informal cordial relations. (From the opinions of beginning teachers: "After completing my university studies I had good luck on the school team. Teachers advised me, assisted, helped, made me a teacher." Or " After completing my university studies, I was reliant on myself. I did not feel interest nor assistance from the teachers.")

Reticence of the management. For this approach is typical some distance from the Headmaster or staff. This can be obvious in little interest about the problems of teachers, small interest in innovation of the educational process (sometimes up to their rejection), lack of communication with teachers, formal approach to team members etc.

Emphasis on performance. School management or headmaster who promote mainly performance are "losing people" with their daily joys and sorrows. Crucial are particularly results of the If we often talk about overloading students by content and by teachers, then it may be in some sense replicated for the school team. Although teachers may be "overloaded" by the drive for results of the school. This may influence the overall climate of the school.

Charisma of the Headmaster and the School management. Here we mean the particular personality of the Headmaster. It is ideal when the school management is an example for other teachers and requires innovations not only from them, but the

management is an example. Energy, enthusiasm, informal interest in the progress of the school, these are also important factors by the school management, which affect its climate. Of course, not only the progress of the school is important, but also the attitudes to the staff and pupils of the school, the level of communication and dealing with the school staff, etc.

Responsiveness of School management and the Headmaster. Good leadership and good school headmaster have "always open door" for teachers and pupils of the school. Ability to listen, understand, advise and help are features that are highly valued since ancient times. In the schools in which these features are recognized is good and informal climate.

Finally, it should be stressed that in creating a climate of the school, which has an impact on the results of the school is involved a wide range of actors in the interconnection. We list the following aspects based on the evaluations of students, teachers and parents, but also on what the requirements are for a good school climate, and thus its culture. This stems from the introduction of our contribution in which we stated the features that can characterize the culture of the school.

1.2 Pedagogical-didactic aspect

Satisfaction of pupils with teaching and the process - already lower grades pupils know to say and express their views on teaching and evaluate it by saying: I do not like it at school, it is boring, we are only tested in the school etc.

Objectivity of evaluation - is highly influenced by the emotional state of mind of pupils, they are affected by their relationship to school, class, teacher and classmates;

Innovation of teaching - pupils like various innovations - cooperative work, project solutions, walks and excursions (such education contributes to the development of social relationships amon pupils);

Informal teachers´ approach to pupils - pupils and parents also very significantly appreciate teachers´ approach to them (pupils often say and remember their teachers: our teacher was very human, teacher was able to unite the class, he was very nice, always had time for us. ..). Generally more directive approach is positive in that shorter time to achieve better performance, but the negatives are that it reduces the quality of performance and the relationship of people to what they do.

Attention not only at the teaching, but also at personality development of pupils - good school must also pay attention to educational tasks. Teachers assess climate from the pedagogical - didactic point of view and in particular, according to what their further education possibilities are, what is the level of mutual cooperation and what efforts is developing the school management to enhance the innovations. (G. Siváková 2016, K., Tišťanová 2016)

1.3 Organizational aspects

Good organization of activities, leadership and management of the school - this aspect is dominant in terms of teachers, but also higher grades students can often quite objectively, express their view of school life or selected areas of school life; Organising various events for learners in extracurricular time – learners like to participate in various events organised by the school, evaluating them positively if they are informal; Learners must see a sense in the activities required from them by the school, they have to be meaningful for them; Attention to informal relations among school staff; Learners feel that the school is a place of development, always offering them something new, enriching them and contributing to their development; Cooperation of the school with other schools (exchanging letters by learners, exchange stays, various competitions...) – also this

area is perceived as part of a climate by learners; Cooperation of the school with parents – the level of cooperation influences a school´s activities, learners have interest in the parents´ helping the school.

In several places in the text it was indicated that the classroom climate and teaching climate are influenced by several factors. Summarising of the opinions of several authors (H. Grecmanová S. Bellová 2018), Ch. Kyriacou 2012, J. Mareš 2003, J. Průcha 2003, S. Guewert, T. Whitaker, 2015 and others), the following factors may be singled out:

Communication and teaching procedures. Undoubtedly, there is no need to explain specifically that in the classroom in which the teacher communicates with learners, so to say, "at a higher level" – giving them adequate explanations, willing to listen to them, to discuss with them, objectively evaluating them, etc. – reigns a pleasant and amicable climate. Learners respect their teacher, one another, etc. This climate is called supportive (responsive, supportive) communication *climate* – characteristic for a kind of learners´ mutual openness. True, one can notice also opposite approach in the classroom, when the teacher is not communicative enough, when learners do not listen to the teacher, do not communicate with one another, are closed to one another, not expressing their feelings, etc. This climate is called *defensive communication climate.*

It is also important for a school´s culture what attention it pays to social aspects of its life. This includes especially the following:
Task needs of the social system: comprehensibility, practicability, adequacy...); efficient communication (non-distorted information, providing fast information about problems, availability of information); optimum distribution of power (well-proportioned distribution of the influence of school management on the concentration on objectives (their clarity, staff, subordinates must feel that management is not indifferent to them, that it is not indifferent to their opinions).

The needs related to the system maintenance: using sources (efficient use of staff in such a way that they are not overburdened, but, on the other hand, that they do not avoid work either; their individual requirements must be in agreement with the school´s requirements ...); solidarity (teachers are influenced by the school, they are proud of it, the school attracts them...); the employee morale (manifested in the general satisfaction of school staff).

Growth and development needs: innovations (new procedures and objectives emerge...); autonomy (the school is not passive in its environment, it is not dependent only on external stimuli...); adaptation (the school is able to change itself, adapt to the times and new requirements, to improve and develop...); efficiency of problem solutions (solution of problems is not postponed, they are solved with the exertion of little energy, solution results are strengthened) (Miles, M. B. according to Ježek, S., 2006).

It is evident of what has been said so far that climate is a complicated structured area, a phenomenon and, at the same time, a process. A process because, in spite of the relative stability, the stakeholders (teacher, learners, as well as the school´s other staff) are in continual mutual contacts influencing their behaviour. Taking into account what has already been mentioned, everyone must be aware of the fact that the acts of a particular learner are not just manifestations of his/her individual qualities. These manifestations are influenced by the climate of the school and classroom, i.e. by the social environment in which learners live, which influences them and to which they, more or less, get adapted. Social environment has different influence on different learners. One learner may get more adapted, another one less. They are also the learners who resist climate. There is no doubt that the classroom´s climate may stimulate learners to positive acts – a learner may want to prove that he/she is different than the classroom. For example, a

classroom "in which it is modern not to study or to achieve just average results" may encourage a learner (or a group of learners) to be "different than the class". Naturally, the opposite holds true as well, i.e. the climate in the class may encourage a learner´s negative acts. The influence of the climate on a learner may in this case be compared to, for example, the learner´s assessment. Every teacher must have come across the fact that students respond differently to their assessment. There are learners who feel that they have been wronged (thinking that the teacher did not assess them correctly or objectively), but are provoked by this to further work and effort to prove that they are different than their assessment by the teacher. However, there are also learners who in such case give up, and often neither their parents nor teachers or classmates can evoke in them further interest in the study.

The social climate has a significant influence on learners. This fact is often not sufficiently taken into account, though it is acknowledged. Teachers and parents quite often produce the following statement about learners: "It is a pity that he/she got into such class." or vice versa: "We were lucky that he/she got into such good class."

"Social climate of the classroom refers to social-psychological phenomena (interaction, communication, their subjective and shared perception and evaluation) long typical for a given classroom and teacher, even after several months or years. It is created by: learners, groups of learners, individual learners, teachers teaching in a given class and teachers as individuals. However, the classroom´s social climate is influenced by the school´s climate as well as social climate of teaching staff." (Mareš, J., 2005)

Because of the existence of different levels and types of schools, learners and teachers, it is possible to distinguish different types of social climate as well:

According to the level of school – climate in the nursery school, in the classroom on the first level of primary school ... up to the climate in a study group at a higher education institution.
According to the type of school – climate in the classroom of primary school, in the classroom of secondary school, secondary vocational school.
According to the prevailing type of teaching – climate in the classroom with the so-called classical teaching, classroom with humanistic and alternative teaching.
According to the specificity of learners – climate of the classroom with the prevalence of good learners, climate of the classroom with the prevalence of the so-called weaker learners, climate of the classroom integrating learners with various learning disorders.
According to the specificity of teachers – climate of the classroom with a novice teacher, with an experienced teacher, climate of the classroom in which the teacher prefers innovative teaching, the classroom in which the teacher pays attention especially to learners´ knowledge, etc.
According to the nature of subjects – there is a difference between climate at, for example, a physical education lesson and a mathematics lesson
According to the teaching environment – climate in the classical classroom, climate in the laboratory, during a school trip or excursion, and so on.
According to the type of communication with learners – climate of the classroom during direct communication with the teacher (it can be motivating demotivating – depending, first of all, on the teacher), during the use of multimedia technology (videoconferences, chatting, etc.).

Before the conclusion it is necessary to note that because mainly the didactic aspects of the school´s culture were discussed above, it is necessary to provide also some wider aspects contributing to the improvement of the school´s culture. They include the following.

Personal reform, striving to achieve a state in which the school is not just an institution providing new knowledge, skills and habits to learners, but the one in which learners enter various communication relations with teachers and classmates. Last but not least, personal change also means a more consistent communication with parents.

Didactic reform is the one which most occupies the teachers, psychologists, as well as professionals from other sciences. Its essence lies in dealing with the questions of educational content, concentrating especially on the harmonisation of the requirements of society with the possibilities of the school. The scope of the paper does not allow a more detailed analysis of this, so to say, eternal problem, but it is a fact that in the future education will have to pay more attention to the future than to the present or to the past. This requires the adaptation of educational objectives, especially harmonisation of the content and objectives with the methods and forms of educational work, since education is frequently reproached because of its slow, even lagging behind didactic reform.

Communication reform has already been partially indicated in personal reform. It means the openness of the school outwards – the openness to parents, to a wider community, to other institutions, enterprises or businesses, etc. In the past, for a school to be successful it was enough to fulfil the prescribed curricula, nowadays, in addition to this the school has to be open to cooperation with a wider public, to be able to flexibly respond to social requirements.

Reform of the diagnostics of teaching requires, among other things, also the growth of new pedagogical-psychological and didactic knowledge about teaching. Current pedagogy, unlike the past one, tends to see the learners more significantly as subjects in education. While in the past the individual approach to a learner was understood mostly as the "arrangement of conditions for the work of learners", nowadays we emphasise, for example, the specificity of learning styles with individual learners and finding corresponding methods of teachers work to match them.

Aesthetic reform is required by changing life all around us. The school, with its content, methods and forms of work, must lead learners to their being able to perceive and create aesthetic values, in addition to their absorption of scientific information. The aesthetic of the school, of interpersonal relations and life in general, is a standing task of the changing school.

Extra-curricular reform is oriented on the development of a pupil also outside the process of formal education. It uses various activities outside the classroom; e.g.: trips, sport competitions etc. Pupils are in the centre of extra-curricular activities, not only curricular ones. Such incentives are provided by alternative pedagogy, which uses so-called hidden curriculum. It indirectly influences the pupils (formal relations between pupils and teachers, between teachers and teachers, classroom and school aesthetics, interest in development of the school, etc.), and plays a significant and important role in their lives. This is the weak point in Slovakia. The pupils are not taught to be proud of their school; one can hardly hear them say the sentence: "I am proud of my school because of..."

Structural reform is about the school as such; its climate, operational methods, organization and management; it also includes the school reform, which can only be implemented on the national level – state and its people level – if only the people are interested in the development of school in general.

In addition to what has been already said, it is necessary to point out the fact that the school culture is created by the teachers themselves. Therefore, it is necessary to pay the attention to the following areas:

Personal competencies, in addition to other things, express also the realistic self-perception, a particular self-reflection, and so help teachers to improve their teaching methods. Whereas in the past, the communication was mainly understood as the relationship between pupil and teacher, nowadays, it is being understood in a far broader sense regarding the additional personal competencies of teachers. The teacher must interact with parents and other social entities. In other fields, cooperation and mutual interaction is a natural part of working processes. It should become a natural part of teacher´s work as well. The innovative approaches based on the team work require the interaction of teachers and their colleagues with the school management.

Pedagogical competencies are associated with the profession of a teacher rather automatically. With teachers, these are often taken as granted. These competencies are not listed by a chance; they are crucial for the schools in future. One of the key pedagogical competencies is the skill to create the appropriate pedagogical conditions for educational activities of pupils. For many readers, such sentence will sound pretty obvious. But is it?! Is the focus of education always on the optimal educational climate? Is the pedagogical interaction always self-evident? Questions like these could go on and on.

Psychological competencies were described in the opening part of this contribution. It is obvious that teachers must also be skilful psychologists in order to understand pupils and manage their educational activities efficiently. In addition to basic psychological aspects, teachers should be able to implement various interventions to support or inhibit manifestations and activities of pupils. Psychological competencies allow teachers not only to work with pupils; these also allow them to work with their parents. These competencies need to be employed and appreciated mainly by teachers working with pupils in older school age.

School organizational competencies went through a significant development in comparison with the past era. The conditions have been changed significantly. The school has become an autonomous institution. In this new situation, teachers overtake a certain deal of responsibility for the operation of the school. On one hand, this new responsibility is represented by significant pedagogical freedom (it should be manifested in the search and implementation of new methods and forms), and, on the other hand, in the significant responsibility for the final results of educational outcomes of the school. Organizational competencies also include other activities, such as cooperation with other schools, institutions and regional businesses. These are the competencies that were rather overlooked in the past; or, these were only required in top management.

Didactic competencies have been in the focus for several years in a row, now. These competencies are significantly changing the perspective on and requirements of education, which is being transformed from the classic authoritative one to creative and humanistic teaching style. The actual educational practice has proven that teachers do not include motivation naturally into their teaching styles; positive motivation based on a thorough diagnosing of pupils is often substituted by so-called "in medias res" didactics with almost no motivational activities. The key didactic competencies include mastering the newest educational forms and methods. The current didactic theory offers a great number of methods pursuing efficiency in education. In this regard, it is only correct to stress the role of progressive teaching methods in the actual educational process.

Along with others, the above listed aspects significantly influence and create the quality school. The quality school is embodied in a number of relations and activities influencing the quality education. Above all, this aspect deserves to be in focus.

2 Research results

At the end of the paper we will put the views of pupils and teachers on how they sense the culture and climate of the school. We did not divide these areas into culture and climate, we perceive them complexly from the point of view of the survey. We conducted the survey at 8 elementary schools - 198 pupils of the 9th year and 62 teachers of elementary schools teaching in the 9th year. In order to find out the views with pupils and teachers, we used a structured interview with the record. The interviews were then analyzed and processed in a statistical evaluation.

2.1 Pupil's views

Table 1: How do you characterize the culture and climate at you school?

Variable	Frequency	Percent
excellent	21	10,61
very good	32	16,16
good	128	34,65
bad	11	5,55
I do not know	6	3,03

Table 2: Who has the greatest influence of culture and climate in the classroom?

Variable	Frequency	Percent
students	67	33,84
teachers	125	63,15
I can not judge	6	3,03

Table 3: The culture and climate of the class depend on:

Variable	Frequency	Percent
group of pupils	64	32,32
the teacher's work	114	57,58
pupil's learning	20	10,1

Table 4: How could we improve climate in the classroom?

Variable	Frequency	Percent
pupils must improve	46	23,23
teachers need to deyote more attention to pupils	147	74,24
I can not judge	5	2,53

Table 5: How often do you talk with teachers about culture and climate in you classroom? How do you feel about school?

Variable	Frequency	Percent
not very often	110	55,56
occasionally - when something happens (bad or good things in the class)	16	8,08
we are not talking about it	3	1,53
most often we talk about learning	69	34,85

Table 6: What would you like to get your class to improve?

Variable	Frequency	Percent
higger interest of teachers' about students	99	50
teachers have an understanding of our problems	72	36,37
teachers help us more during learning	15	7,57
teachers not to think that we are bad	12	6,06

2.2 Teachers' Views

Table 7: Do you think that culture and climate of school is paying attention:

Variable	Frequency	Percent
grent attention	41	66,13
appropriate attention	18	29,03
I can not judge	3	4,84

Table 8: Why do you think that this area dos not receive proper attention in schools?

Variable	Frequency	Percent
the pupils' learning outcomes are a priority, others are forgotten	32	51,56
the culture and the climate of the school is understood as somthing obvious	15	24,19
esnecially young teachers are not ready for educational work	11	17,74
I can not judge	4	6,46

Table 9: What would you suggest to imprave culture and climate at schools?

Variable	Frequency	Percent
more careful diagnosis of pupils by teachers this allows a good choice of methods	15	24,19
to spend more time with pupils during educational process	15	24,19
to spend more time with pupils cyen in non-learning time	10	16,13
closer cooperation between teachers	22	35,48

Table 10: To what extent is culture and classes climate influenced by family education?

Variable	Frequency	Percent
Much	51	82,26
a little	11	17,74

Table 11: What reduces the quality of culture and climate at school?

Variable	Frequency	Percent
lack of creative activity od pupils in the process of education	21	33,87
teachers are not interester in pupils	24	38,71
ignoring pupils' negative speech	17	27,42

Table 12: It is often noted that teachers would need better psychological preparation for working with pupils. Do you agree with this?

Variable	Frequency	Percent
I strongly agree	19	30,64
I agree	17	27,42
I think that's enough	24	38,71
I can not judge	2	3,23

Due to the significant reporting value of pupils and teachers' responses, we do not analyze the answers further. We add the words A. Ducan (2014): „Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students."

3. Conclusion

The contribution shows the school culture in a multidimensional perspective. School must be not only a place of new knowledge but also a safe haven; a place for cognitive and emotional development.

Issuing from the reasons provided, it is necessary to pay the attention to school culture and school climate. Current school

practice is strictly knowledge-oriented, which shifts pupils and their joys and worries to the very margins of teacher´s interest. There is no focus on the pupil and their motivation and self-motivation; no focus on their need to be praised and rewarded for their efforts. Pupils and their dreams and desires are totally out of focus of the educational process. The school culture is crucial for pupils and their activities. It is a mistake to ignore this fact.

Based on the above stated, the conclusion is as follows: It is important to study the school culture in order to be able to answer questions such as What are pupils like? What should pupils be like? What are their visions about school? What kind of school would suit them the best? What can teachers do to improve the school climate? What shall be done to improve pupils´ learning performance?

The contribution aspires to inspire and encourage everybody working or preparing to work in education to study and research perspectives and opinions of pupils on their school in terms of a lively and developing institution.

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