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Authority and its Influence on Classroom Climate

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ABSTRACT

This paper focuses on the concept of teacher's authority in the contemporary educational conception and its influence on a classroom climate. The author of the work primarily defines the concept of authority and provides typology of authority in general. The attention is paid to the sources of teacher's authority in the educational processes with a respect to the on-going changes of the educational curriculum. The author primarily focuses on the problems arising from the contemporary educational conception and describes the adaptation of the role of the teacher to these changes with a respect of application the teacher's authority in connection to the discipline problems. The essential teacher's skills, qualities and competences are summarized in connection to the authority acquisition, primarily in terms of natural authority and natural respect. The author summarizes the main strategies of the discipline maintenance in order to establish positive classroom atmosphere (climate), as the order in the classroom represents an essential factor of the classroom climate. Finally, the attention is paid to a specific classroom environment deriving from an ELT classroom with respect to discipline problems and positive classroom climate. In the empirical part of the work, the author focuses on the influence of the teacher's authority application on the classroom climate.

ABSTRAKT

Tato práce se zabývá pojetím autority učitele a jejího vlivu na třídní klima. Autorka této práce definuje pojem autorita a uvádí typologii autority v obecné rovině. Pozornost je dále věnována zdrojům autority učitele ve vzdělávacím procesu s ohledem na probíhající kurikulární reformu. Autorka se zaměřuje hlavně na problémy, které plynou z měnícího se vzdělávacího systému a popisuje adaptaci role učitele na tyto změny s ohledem na uplatňování autority učitele v souvislosti s kázeňskými problémy. Práce také shrnuje důležité učitelovi dovednosti, kvality a kompetence ve spojení se získáním autority, zejména v rámci přirozené autority a přirozeného respektu. Autorka shrnuje hlavní strategie získávání a udržení kázně v závislosti vytvoření pozitivní třídní atmosféry (klimatu), neboť pořádek ve třídě představuje inherentní faktor třídního klimatu. V závěrečné části práce je pozornost věnována specifickému třídnímu prostředí plynoucí z povahy třídy anglického jazyka s ohledem na kázeňské problémy a pozitivní třídní klima. V empirické části práce se autorka zaměří na prokázání závislosti uplatňování autority učitele a jejího vlivu na třídní klima.

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1. INTRODUCTION

This paper defines authority of a teacher and his/her influence on the classroom climate in relation to the demands of the contemporary curricular changes. Firstly, it is important to point out that it is the teacher who represents an inherent part of the educational process, as will be described later in this paper. The level of his authority application is reflected in his/her educational style and this highly influences the relationships he/she has with pupils. Due to the on-going curricular changes there are new demands on the role of the teacher which is closely related to the concept of authority and its application in the classroom. Primarily, it is necessary to describe a concept of authority in general and relate the concept of authority to the educational processes. In order to understand the complexity of this matter, the basic terminology used in relation to authority will be introduced at the beginning of the paper. Further in this work, the conception of the contemporary education will be discussed in relation to the demands of the on-going changes. The attention will be paid to the crises of authority in Czech schools. It will be described to what extent the on-going changes influence the demands on the role of the teacher with a primary focus on his/her natural authority acquisition. As this work describes the relation of the teacher's authority application and its influence on the classroom climate, there will be chapters devoted to closely related issues of discipline and classroom climate. It will be explained how order in the classroom influences the classroom climate as it is considered to be an inherent part of it. Main skills, competences and qualities will be summarized in relation to the teacher's natural authority in order to prevent discipline problems and also some strategies how to maintain the discipline will be discussed with a respect of establishing a positive classroom climate. The last chapters of this paper will be devoted to the specific classroom environment deriving from an English language (ELT) classroom demands. Concerning the ELT classroom, the attention will primarily be paid to a positive classroom climate and approaches to maintaining the discipline in such classrooms. In the empirical part of the work the influence of the teacher's authority application and its influence on the classroom climate with respect to a discipline and positive classroom climate will be investigated.

2. DEFINITION OF A TERM AUTHORITY

Concerning etymology of the word authority, it's originally a latin word which is derived from a verb *augere* that means – empower, support, apply. According to Kolář, “the base of both words – *augó* – expresses the meaning of verbs support, enlarge, multiply, praise, enrich, bless.” (Kolář 2009, s. 217) Vališová defines the concept of authority as “...an important template of power implementation that is based on more or less general consensus, legitimacy, influence of a particular person, institution or a group of people. “ (Vališová, 1998, s. 14, 39) Another general view can be illustrated by Kučerová's opinion “authority is in its essence an anthropological parameter that creates rules of life within a group, its organizational order, mutually conditions the biological survival of the group, the development of its members and enables passing experience from generation to generation.” (Kučerová in Vališová 1998, 10). These general views introduce the specific concept of teacher's authority.

This paper defines the authority of a teacher and his/her influence on the classroom climate in relation to the demands of the contemporary curriculum changes. As the definition of the term authority is very problematic due to the fact that it is a very subjective parameter, the focus will be directed especially to those definitions which, to some extent, reflect the role of the teacher. Kučerová 1999 describes authority as: “a social relationship between people who are carriers of esteem, respect and regard and people who respect and regard them and justify their self-esteem.” (Kučerová in Vališová, 1999, s. 69) She also adds that: “authority represents an influential function in society because the carriers of authority due to their self-esteem effectively influence the activity and behaviour of those who respect their authority.” (Vališová, 1999, s. 69)

Authority can also be regarded according to Obst 2002 as “a competence which is always connected with responsibility”. This interpretation of authority correlates the best with the educational system where the teacher establishes the content and aims of the education of his/her pupils, creates a code of conduct and evaluates the results of education. (Kalhous, Obst a kol., 2002, s. 398)

From the above mentioned quotations it's apparent that the authority may be represented by a respected person, but also we can interpret the concept of authority as a relationship to that person from whom particular decision making, advice or positions are expected. Further in this work it will be described how several factors influence the acquisition of authority but before that, it is important to mention that authority can be understood on many levels, which will be discussed in the following chapter.

3. AUTHORITY IN RELATION TO VARIOUS EDUCATIONAL CONCEPTS

As was suggested, authority may be understood as a power coming from a person or a power that might be inherent in a relationship. Kolář 1999 describes the interpretation of the authority by defining several educational concepts which allows even further division of authority levels: (Kolář in Vališová 1999, s. 65)

- a) Freinet Education – the **authority of work** is emphasized, pupils employ not only their reason but also their heart and hand-mindedness. In this conception, the role of the teacher represents a person that organizes the work, helps with the work as he/she controls the work, lectures how to overcome obstacles and is able to find out knowledge necessary for successful achievements
- b) Jenna Education (according to P. Petersen) – **the authority of partnership**, solidarity and cooperation is emphasized. Also the teacher's authority represents an important role which is very closely connected with his/her ability of organizing and ensuring cooperation. Moreover, the authority of learning is also present.
- c) Project Education – **stresses the authority of the collective work**, collective solution and the authority of the teacher derives from his/her own ability to enter into such collective work, but most importantly to be able to conform to the work itself (which is often especially difficult)
- d) Constructive Education – is based on systematic improvement of pupils' experience by means of **the content of teaching** and so the authority of teacher and pupils is mutually valued (Kolář in Vališová, 1999, s. 65)

It is evident from the above mentioned definitions of various educational concepts that

the authority can be understood on various levels: authority of work, partnership, solidarity, cooperation and also authority of a respected person (as defined in the previous chapter), in this case represented by a teacher. It is apparent that the authority of the teacher represents a crucial role in each educational system. It is important to mention as Kolář 1999 claims that: “various educational concepts demand different authority levels”. (Kolář in Vališová 1999, 58) However, from the above divisions it is obvious that it is still the teacher who must at least be able to control the class and penetrate into the activities practiced by pupils. The teacher is in this case responsible for the choice of suitable organizational methods and mainly for his/her ability to react appropriately to the situations arising in the classroom. In conclusion to this chapter, the teacher is an important representative of authority. The next chapter focuses on different educational styles and the concept of authority reflected in them.

4. AUTHORITY REPRESENTED BY VARIOUS EDUCATIONAL STYLES

As has been suggested, the authority of a teacher represents an inherent factor in the educational process. The authority in the classroom can be applied on various levels which determine the educational styles of the teacher. The following divisions describe various teachers' approaches towards pupils from the psychological point of view. This division is provided by Čáp and Mareš 2007:

- **autocratic style** – negative emotional relationships, strong control – based on restrictions, reproaches, warnings; the teacher is interested only in the results and discipline; he/she does not take the needs of pupils into account; he/she does not know his/her pupils; limits independence
- **liberal with no interest in a child** (negative emotional relationship and low control) – low requirements on the results and discipline; nearly no control of the fulfilling the task
- **kind liberal style** - positive emotional relationship and low control – interest in pupils; understanding; excuses nearly everything
- **integrative style** - positive emotional relationship and medium to strong control – speaks with pupils about matters not always directly connected to

school; supports independence and pupils' initiative; communication respects personality; not based on restrictions (Čáp and Mareš, 2007, s. 324 – 326)

Apparently, the concept of authority highly influences the independence and freedom in the classroom which is mirrored in the positive or negative emotional relationships of pupils and the teacher. Relationships between pupils and the teacher are an inherent factor of the atmosphere (climate). As is obvious, the last presented educational style may be considered as the most suitable in relation to contemporary education. That the on-going curricular changes represent a problem in contemporary education will be discussed further in this work. This chapter illustrated how authority and its application influences the relationship between the teacher and pupils. The next chapter will focus on the typology of authority and will illustrate several components that shape authority in general.

5. TYPOLOGY OF AUTHORITY

The concept of authority can be divided into several types which are defined according to wider criteria. The primary criteria are, according to Kolář 2009:

- a) **genetic**
- b) **social**
- c) **inherited** (Kolář 2009, s. 218)

Another, further division is described in Vališová 1998:

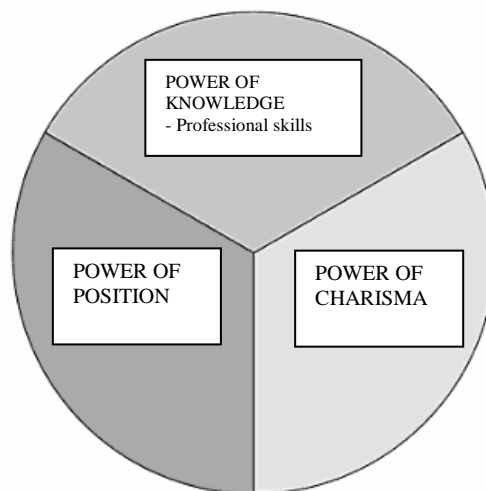
1. **real** – the subordinated respect a designated strategy; their attitude is permanent
2. **apparent** – the person having the authority has no back-up in the group, there is also distrust and tensions within the group
3. **acquired** – it is possible to acquire authority via systematic education; it may be established on the natural or formal authority
4. **natural** – it is established on the personal characteristics, professional skills and temperament
5. **charismatic** – emerges from personality; it is determined by the person's attitude to other people, the relationship with them and their performance
6. **professional** – the level of proficiency and expertness

7. **positional** – derives from a particular role or position and is determined by the quality of performing such a role
8. **formal** – emerges from our position and related activities
9. **informal** – interaction between the pupil and the teacher - the teacher is respected not only for his/her pedagogical skills and expert knowledge but also for his/her personality and natural authority; the level of authority accepted may influence pupils' motivation
10. **statutory** – derives automatically from being included in some group; it represents the public opinion of education (parents and external)
11. **moral** – humanitarian parameter, the teacher must have a solid, internal fundamental morality to be able to take actions rationally (Vališová, 1998, s. 15)

The above mentioned divisions of authority represent inherent factors for the further discussion about the concept of authority. It is important to mention that all of the above provided types of authority are never represented separately. They influence one another and each person has probably different distribution of each type. It is also important to realize that even if all the categories were ideally distributed it would not assure that the teacher was respected. It is natural that each individual has different influences on people and therefore the above divisions represent only transparent guidelines to illustrate the complexity of the discussed matter. The next chapter will focus on the Kolář's conception in which he balances the ideal distribution of the teachers' authority that he calls "global authority".

6. GLOBAL AUTHORITY

Kolář in his *Analysis of Teaching* discusses a conception under a term "global authority". In contrast to the typology introduced in the previous chapter he determines only 3 important constructs that he considers to be the most influential to a level of teachers' authority. His theory is illustrated by the following graph 1 (Kolář 2009, s. 220):



Graph 1

This conception highlights three most important parameters influencing the teacher's authority that are equally balanced. If such divisions functioned in reality, this conception might be optimal. Nowadays, the most problematic parameter is the power of position that can be understood not only on the internal level within the school itself but also as opinion and judgment on the role of the teacher and school deriving from external sources which are represented by public. Naturally, that is nothing that the teacher can affect in his/her classroom himself/herself. School and education is currently being downgraded. Čapek 2008 supports this idea in his chapter on authority where he mentions that "education is being highly criticized by society at this time". As a reason he mentions constant and sometimes unprepared and hurried changes in the contemporary curriculum. (Čapek, 2008, s. 12) Vališová also supports this idea: "The main reason why the authority of the teacher is decreasing can be found in his/her social position including his/her economic evaluation." (Vališová, 1999, s. 66) It is apparent from these quotations that the power of position is highly influenced by the judgment of the teacher's profession by society. Children (pupils) mostly adopt the opinions of their parents, as they are rarely able to make their own judgments. Vágnerová mentions that

"families individually and in a specific way pass on basic socio-cultural experience which influences the way the child understands information, interprets such information and this provided experience essentially influences children's reactions". (Vágnerová 2005, s. 30-31).

It is logical that if there is no respect of school in the family, the presumption that the

teacher will be able to effectively apply his/her authority of position is very low. That this is not only one of the problems of the contemporary conception of authority will be suggested in the following two chapters. They will focus on the contemporary conception of authority and contemporary situation in Czech schools.

7. AUTHORITY IN EDUCATION

7.1. THE CONTEMPORARY CONCEPTION OF AUTHORITY

The contemporary conception of authority and its application derives from the content of the authorized curriculum that establishes new key competences that represent particular skills that should be acquired by pupils – as an outcome of education. It is essential, as Vališová claims that “teachers should conform their teaching to requirements of educational process”. (Vališová, 1999, s. 12) Each established process requires use of specific teaching methods and organizational strategies. As Vališová mentions “This process naturally requires different demands on the application of teacher’s authority.” She also adds that the

“conception of authority is at present highly influenced by the restoration of our educational system. Apart from external influence, the internal motivation of pupils is being highlighted, in contrast to purely following the regulations and fulfilling the prescribed standards, there is a need for pupil’s self-fulfillment and their freedom.” (Vališová, 1999, s. 12)

If we think about the concept of authority and freedom, these two parameters mutually exclude each other. And here Vališová calls for the “necessity of specification of new needs of authority application in education. It is not possible to erase and discriminate the authority as such or to overlook this problem” because, as Vališová claims, “education does not exist without authority, the authority is an inherent part of the education”. (Vališová, 1999, s. 57) The quotations underline the need and necessity to conform the educational styles and the concept of authority in accordance with the curricular changes. For the teachers this is not an easy task. The following chapter illustrates the contemporary situation in Czech schools.

7.2. CRISES OF AUTHORITY IN CONTEMPORARY EDUCATION

As Vališová 1998 describes the crises of authority started being discussed mainly after the cultural tensions against the obsolete education in the 1960's. There the first contemplations about the transformation of the relationship between a teacher and a pupil arose. Moreover, "the relationship representing the ruler and the controlled was considered as unacceptable" in relation to the changing conditions. (Vališová, 1998, s. 50) Furthermore, Kolář 1999 adds that the traditional school where the authority was mainly established on the position of power was highly influenced by humanistic ideas that lead to humanizing the authority hitherto used. He claims that

"the authority was still represented by teacher as representative of knowledge and a person with a responsibility to control the lesson, but the conception of teachers' authority was continually being transferred to natural authority, being established rather on personal characteristics and the relationships with pupils. The authority was being transmitted from former authority of power to authority of qualified character". (Kolář in Vališová 1999, s. 60)

In relation to the humanistic view of the educational process, curricular reforms in the Czech education, started. The curricular changes brought new expectations from the teachers and demands for the application of authority. Vališová 1998 states that: "the teacher was no longer expected to pass pure knowledge but rather provoke thought and creative activity and that his/her role will turn into an adviser or a facilitator. (Vališová, 1998, s. 50) With the on-going curricular changes the conception of authority suffers from real problems that have inconvenient consequences which frequently occur in Czech schools. To support this idea, there are selected opinions of Prokešová (11.8.2008, 1), who presented her point of view on the decreasing authority and its consequences. She claims that:

"with the decreasing authority there is also the mutual decrease of morals in contemporary Czech schools. The teachers experience intolerance, disorderliness, vulgarisms and no respect of the teacher as well as school mates, self-control and increscent bullying." (Prokešová, 1, 11.8.2008)

As is obvious from the quotation, the problems in the Czech schools are related to the decrease of authority. In contrast to the ideas presented by Vališová and Kolář who

provide theoretical background about conforming to a new system and on-going transmission of authority of power to natural authority of teachers, she presents the contemporary point of view on the Czech teachers' practices and their consequences which derives from the article "Children lack the natural authority". Prokešová (11.8.2008, 1) mentioned that: "Contemporary school is not so liberal, but rather too authoritative as the authority is carried out in a wrong and enforced way." She further explains that

"the adolescent children need authority more than ever – in the process of disengaging from the former dependency they naturally externally deny authorities but still they need someone who they can rely on, they need some reliance, they need someone who they perceive as authority, but as they are in the process of individualization when they do not want to be dependent on any authorities, they refuse it. It is a terrible inner struggle and often unsuspected – and therefore adolescents facing strong authority may react aggressively, with an attack and a complete refusal of something that they need so much but cannot have. Teachers who are sensitive to this fact are highly appreciated by pupils and are also naturally respected by them." (Prokešová, 1, 11.8.2008)

It is obvious that some teachers are not only unable to adapt to a new demands of the changing curriculum but are also not able to subdue their teaching skills to the needs of pupils. Vališová 1999 can also support this claim with the following opinion:

"the application of authority is a real problem in the contemporary Czech schools. The authority of teachers loses its value in dependence on their inefficient adaptation to the changing conditions". (Vališová 1999, s. 58)

The following chapter focuses on the role of a teacher in education and on strategies how the teacher should apply his/her authority to help him/her create friendly but respectful relationships with his/her pupils based on natural authority in order to contribute to a positive classroom climate.

7.3. THE CONTEMPORARY ROLE OF THE TEACHER - HUMANISTIC CONCEPTION

As is obvious from the previous chapter about the decrease of the teachers' authority in Czech schools, the responsibility for this state is surprisingly passed on to teachers themselves. As was also suggested these problems arise from the insufficient adaptation

to the changing “creative humanistic education” (Nelešovská, 2005, s. 11) Therefore it is important to describe what the contemporary role of the teacher should be in relation to establishing relationships with his/her pupils and the consequent influence on a positive classroom climate. That the role of the teacher is very important and deserves further discussion can be illustrated by the following quotation by Kolář 1999:

„For healthy development of an individual it is essential to have certain models and patterns (concrete or abstract). Concerning schools, such a model should be represented by a teacher. To be able to become such a model, the teacher has to represent particular authority for his/her pupils. The society is responsible for contribution to this process in a way that the teacher is willing to become such a model. It is important to realize that the teacher is a representative of the authority of society, state and even of human knowledge.” (Kolář 1999 in Vališová 1999, s. 59)

As was suggested in the previous chapter, the conception of authority has continually been changing towards natural authority. It is apparent that the demands on contemporary teachers strongly reflect the humanistic attitudes. Strategies that can help teacher to acquire authority successfully will be presented in the following chapter which summarizes the main recommended strategies.

8. ACQUISITION OF AUTHORITY

As was mentioned in the previous chapter, the authority of teachers in contemporary schools is continually changing under the humanistic tensions. The contemporary demands of the educational system call for different approaches to pupils which are based mainly on understanding and friendly relationships. But to become naturally respected is not an easy task.

Primarily, the teacher can facilitate establishing his/her natural authority by emphasizing his formal authority, as was explained in the typology of authority. Petty underlines the importance of applying “formal authority” which should be demanded from pupils from the first days in the new classroom. (Petty, 2004, s. 76) As he adds:

“A teacher has to intimate to the pupils that his authority is legitimate and in order to learn effectively they have to respect it. Also, the teacher has to be able to apply his/her authority with self-confidence.” (Petty, 2004, s. 76)

He explains that the necessity of underlying the formal authority at the first meeting is essential as the teacher has the right to claim at least basic rules that allow him/her to create a positive classroom climate and limit the discipline problems. Furthermore, Petty states that the first meeting is crucial for developing a concept about people which influences the way we behave towards them. There are usually basic aspects that involves clothing, hair cut, gestures, age, figure, gender and sometimes also the racial origin of a person etc. (Petty, 2004, s. 67) Petty describes this process from the teacher's perspective, but it is logical that the precarious character shaping works in both directions. For the teacher the first meeting with his/her class is essential for long term authority acquisition. In contrast to Petty's idea, it is important to realize, as Fontana 1997 warns that "acquired natural respect is much more effective than authority deriving from a position" (Fontana 1997 in Čapek, 2008, s. 19)

It is important to use the formal authority when a teacher starts teaching a new class before the relationships with pupils are created as it is the only source of authority of the teacher as there is no relationship established yet. There are further factors that have to be considered in order to acquire authority which are presented in the following chapter.

9. ACQUISITION OF NATURAL AUTHORITY - DEMANDS ON TEACHERS' SKILLS, COMPETENCES AND ABILITIES

Authority acquisition can not be understood as an artificial ideal. It is such a complicated matter to which extensive literature has been devoted. Nelešovská contributes to this problematic by another humanistic point of view on the role of the teacher:

"a teacher does not become a teacher only by gaining knowledge and skills, but also by accepting the role of the teacher and everything which is interconnected with such a profession. The teacher should become a guide through their cognition of the world." (Nelešovská, 2005, s. 12)

Nelešovská adds to this idea of the teacher becoming "a guide through their cognition of world" that "the teacher should be a sincere friend and a mentor to their pupils." (Nelešovská, 2005, s. 13) Valach 1998 also supports her idea by adding more qualities

that the teacher should not lack:

“A higher level of morality is imposed on the teacher’s personality. The mature teacher has wide cultural/political scope and is highly erudite in his field. He can not manage his profession without communicative skills and deep and warm relationships to children. The teacher has to be a specialist in human relationships...” (M. Valach, 1998 in Nelešovská, 2005, s. 11)

All the above mentioned qualities are essential for work with children. To sum up the ideas from the above mentioned quotations, teachers should base relationships on the friendship with their pupils. Friendly relationships are usually rather relaxed and lack authority as such. However, as a teacher, it is important to retain a certain amount of authority which is established through natural respect. Kyriacou advises:

“your acts must evidently show your pupils that you are competent and that you are interested in their progress, because you prepare and conduct effective teaching and you manage and fulfill your own task with full enthusiasm. Moreover, during the interaction with your pupils in the classroom as well as in other personal contact with them you are able to show that you respect each pupil as an individual with his individual and personal needs.” (Kyriacou, 2004, s. 85)

The following list illustrates abilities that represent inherent factors of natural authority acquisition. The teacher should be able to: (Kirschner, 1974, cit. dle Vališová, 1998, s. 76):

- conduct a team - class
- avoid conflict and eventuate effective solutions
- persuade and negotiate without enforcement to pupils
- positively motivate
- combine humour, consistency and strictness
- control his/her own emotional states as well as others
- establish rules
- praise and be critical
- have a cultivated performance

Kyriacou also underlines that one of the most influential factor how to acquire authority is the teachers’ performance. He states that “lesson realization does not depend only on

the content and organizational strategies but also on the way you do it". (Kyriacou 2004, s. 47) He also depicts general positive signals affecting that the teacher's performance is perceived as confident, relaxed and systematic. These signals are as following:

- facial expressions – gestures
- tone of voice
- style of the speech – especially the quality
- eye contact
- body language
- a patient approach
- sense of humour
- the ability to create interest about the subject itself (Kyriacou, 2004 , s. 48, 49)

In relation to the problematic of the teachers' authority there have been several researches carried out to find out what qualities and skills should the teacher apply according to his/her pupils. The following summary presented by Holeček 1997 - from the pupils' point of view - lists the characteristics of teachers that pupils appreciate the most:

1. **personal** - character, temperament, sense for justice
2. **didactic** – proficiency, ability to explain, interest in the field
3. **pedagogical-psychological competence** – relationship to pupils, evaluation
(Holeček, 1997 in Průcha, 2002, 60)

In addition, Pařízek also summarized the main competences that establish teachers' authority. Nearly all of them correlate with all the previously mentioned skills and qualities but he furthermore mentions the "working efficiency" that is represented by the ability to overcome stress, working regime and working conditions. It is mainly connected to the unsettled behaviour of the teacher that should not be passed on to pupils. (Pařízek, 1988, 55)

This chapter provided a summary of abilities, skills and competences that help the teacher acquire authority – mainly natural – that help them to be admired and respected by the pupils. To be respected by the pupils is a crucial advantage for teacher to

maintain discipline in the classroom which has serious impact on the classroom climate.

10. DISCIPLINE

The previous chapter illustrated what qualities the teacher should possess to be able to acquire natural authority. Authority and respect from pupils is, according to Kyriacou, a “key factor” for maintaining discipline in the classroom. (Kyriacou, 2004, s. 99). Bendl shares the same opinion and claims that “discipline presupposes authority” (Bendl, 2001, s. 79)

Průcha, Waltrová and Mareš (2008, s. 98) define discipline as “conscious, exact admission of a given social role, defined tasks and activities, related to the respect of authority“. As is obvious, authority represents the major factor in maintaining the discipline in the classroom. It is important to have in mind all the presumptions from the previous chapters. Čapek discusses the main problems that lead to a low discipline in the classroom:

“it often happens that some of the teachers aren’t able to treat their pupils as their partners and colleagues who are sharing the same target which is education. These teachers consider themselves to be prominent people who are much more important than their pupils and they do not hesitate to show it to them. They aren’t willing to communicate, they stick to their own dignity and it leads to disfavour in many students which leads to discipline problems.” (Čapek 2008, s. 23 - 24)

Prokešová (11.8.2008, 1) links the maintenance of discipline in the classroom with the similar problem as Čapek and she discusses the negative consequences of applying strong authority as following:

„even Komenský used to say that school without discipline is like a mile without water and someone who grew up without fear will grow old without disgrace – but the mentioned „fear“ has to arise from natural authority, not from the enforced power. The discipline must be established on mutual trust and quality relationships. And it is the teacher who should be able to create such relationships. And at the point he has such a relationship he can punish. The natural authority is not based on restrictions, but on a way of communication, on the consciousness about social dependency and related responsibility. (Prokešová 11.8.2008)

As is evident the teacher should try to build his/her ability to maintain discipline on natural authority. Prokešová (11.8.2008, 1) also suggests that there should be a

classroom without restrictions. If there are quality relationships in the classroom it creates a good presumption that the teacher will have an easier job and also the classroom climate will be friendlier and the pupils will feel better in such classroom. Keogh 2007, an experienced children psychiatrist, shares a similar opinion. She stresses the fact that:

“a classroom is a very difficult social environment in which the children face many demands of what they are allowed to do and what they are forbidden to do; when to be quiet and when they are allowed to speak; when to be active and when calm. A typical school day is full of many distractions and much excitement. Pupils have to react to many changes, for example transfers from a lesson of reading to a lesson of mathematics, from group activities to individual work or from a playground to a classroom. There are individual differences between the pupils and each of them manages these demands differently. Some children may be disordered in contrast to others who are able to pay attention. Some children adapt quickly and without problems in contrast to others who have problems settling down. Realizing and understanding such individual differences may essentially help the teacher find problematic parts of the lesson and may lead to more effective learning.” (Keogh, 2007, 23)

It is apparent from the above quotation that the teachers should try to understand their pupils’ needs to be able to take the right steps. Furthermore, it is important to realize, as doctors say – prevention is the most important part of caring for our health. In order to prevent conflicts in the classroom the teacher should be able to use several strategies to detect the problems even before conflict arises, however, bearing in mind the above mentioned individual differences. Kyriacou suggests several strategies to prevent undisciplined behaviour (Kyriacou 2004, s. 103 – 105):

- **with-it-ness** – being able to watch everything and mainly everybody in the classroom
- walking through the classroom – use **proximity**
- **eye contact**
- target his/her questions to everybody – **employ each individual**
- **help pupils with their tasks**
- **change the activity or tempo** of the activity
- **react to all undisciplined behaviour**
- **notice the appearance of disrespect**
- **re-seat the pupils**

In addition to the presented strategies, Petty in his *Modern Education* mentions several steps that the teacher should definitely **avoid** in order to maintain discipline in the classroom. These suggestions are results of research carried out in one of the Canadian universities:

- **ignore student**
- **restrict** the possibility to ask questions and **discourage** students from asking
- **make fun of what student said or wrote**
- **be sarcastic, unfriendly or angry**
- **be arrogant**
- **interrupt student speech**
- **lack ability to provoke a discussion or questions** (Petty 2004, s. 80)

These are only the basic strategies how to avoid the undisciplined behaviour. For the purposes of this paper, the discipline matter will not be further discussed as the topic is too broad. It was included only to illustrate the interconnection with the authority of the teacher and because discipline represents an inherent factor of the classroom climate. The next chapter will comment on the classroom climate.

11. POSITIVE CLASSROOM CLIMATE

11.1. TERMINOLOGY

To be able to discuss the concept of a classroom climate it is necessary to introduce the following terms connected to this matter. Mareš provides the following definitions (1998, 3):

- **environment** – too general – architectural aspects, equipment, spatial characteristics, hygienic (light, heating, air), ergonomic, acoustic
- **atmosphere** – not stable, short lasting phenomenon, conditioned by situational characteristics
- **climate** – long-term phenomenon, typical for a particular classroom and particular teacher, influenced by pupils as well as teachers

11.2. DEFINITION OF THE CLASSROOM CLIMATE

As was suggested in the previous chapter, the authority of the teacher highly influences the relationships in the classroom whose quality is interrelated with the respect not only towards the teacher himself/herself but also towards the disciplinary order. Discipline was also discussed as an essential part of the educational process that allows students to gain knowledge effectively. Classroom climate is a very complicated parameter. It is something abstract, something that cannot be touched but something that is perceived and influences the emotional states of pupils as well as teachers. Before talking about the classroom climate itself, it is important to determine what the classroom climate actually represents. The term social classroom climate is very multiform. Several terminologies discussing classroom environment can be approached, as for example atmosphere and classroom climate, psychological climate, social-psychological climate etc. The pedagogical dictionary provides the following explanation:

“it is a social-psychological parameter representing long term emotional tuning, general attitudes and relationships, emotional reactions of pupils on the classroom affair and events (including the pedagogical influence of teachers)” (Průcha; Walterová; Mareš, 1998, s. 107)

According to Dvořáková 1995 “classroom is understood as a social group where relationships and activities are primarily task oriented, i.e. they are subdued to continual learning” and where “interpersonal relationships are generated where more or less cooperation and competition arises”. (Dvořáková, 1995, s. 123)

The essential skills that the teacher needs to be able to create positive classroom climate include the following as described in Svobodová:

- a) **social skills** – involving motivation and strengthening the positive attitudes towards work, people, school and education as such; supporting cooperation; calm and self-confident performing; solving problematic situations deliberately, regarding pupils‘ needs, mixing in, establishing relationships, praising, evaluation, encouragement, strengthening positive reactions, establishing trust and helpful attitude, empathy and endeavor to understand; tolerance of differences between students; maintenance of good mood; sense of humour etc.

- b) **communicative skills** – especially arranging contacts with pupils; creating open and partnership towards pupil; encouraging and evaluating; explanation; reasoning; active listening to pupils needs; respect to pupils‘ opinion; offering help; questioning; being able to start and end conversation or discussion; being patient; being able to work with a tone and intensity of voice etc.
- c) **organizational skills** – it’s essential to determine detailed and clear rules of behaviour in the classroom and work procedure in the classroom and checking their adherence; be prepared and have the work organized; giving tasks; be able to provide clear and brief instruction etc. (Svobodová, 2004, s. 87)

Kyriacou 2004 illustrates how all the introduced terms are interrelated:

„The positive classroom climate is considered to be purposeful, systematic, relaxed, warm, supportive, task oriented and with a sense of order. Such a climate creates and maintains positive attitudes of pupils towards to education and it also helps to their inner motivation” (Kyriacou, 2004, 79)

To conclude this chapter, the positive classroom climate resolves to pupils who feel comfortable in the classroom, concerning not only their interpersonal relationships with other pupils but mainly the relationship with the teacher. It is important to realize that the teacher can influence the classroom climate highly and can also manipulate the climate. This chapter only introduces the term climate because the next chapter will discuss the classroom climate and approaches in the ELT classroom which demands special attitudes and principles.

12. CLASSROOM CLIMATE IN ELT

As is apparent from the previous chapter, classroom climate influence the effectiveness of learning. As is suggested by Richards 2008 “learning in general never takes place in vacuum”. As is further added by Williams and Burden 1997 in the same publication, there are three levels of influence on the classroom climate in ELT:

- 1) **national and cultural influences on the language being learned**
- 2) **the education system where the language is being learned**
- 3) **immediate classroom environment** (Richards, 2008, s. 41)

The chapter on classroom climate suggests that it is the teacher who has inherent influences on environment and the atmosphere of the classroom. This influence is created mutually with his/her students. Overall, many sources refer to motivation, raising interest in the language and maintaining the discipline. For example, In *Methodology in Language Teaching* by Richards 2008, the role of the teacher in creating the classroom environment is limited only to motivation of students who are “off-task”. (Richards, 2008, s. 422) In other words, the teacher has to use his/her pedagogical skills to create such a climate where all students feel comfortable and non-disturbed. Smith 2005 states that the “teacher must devise means of dealing with the situation that confronts him. The greater the difficulties, the greater the challenge to his skill and personality”. (Smith 2005, s. 146) In accordance to Richards, Smiths 2005 also calls upon the motivation concerning the influence on the classroom climate. The prevention to off-task behaviour in his point of view means to

“overcome resistance on the part of the pupils, deriving from reluctance to exert themselves or from a positive attitude of antagonism to the subject. Without the will to work, satisfactory progress cannot be expected. It is therefore imperative to promote a favourable attitude to the subject. (Smith, 2005, s. 146)

Concerning Smith’s terminology, he uses the word attitude but it can be implemented into Richards’ theory of motivation. To motivate and being able to maintain discipline in the classroom are inherent factors in creating a positive classroom climate. It is very important to realize as stated in Smith that:

“The nature of the subject (English) makes foreign-language teaching more open to breaches of discipline than most subjects. All other subjects use the vernacular as the medium of instruction, and can encourage the free expression of opinion or at least stimulate thought about the presented ideas. In the case of a foreign language at the lower levels, the pupils are not stimulated by fresh ideas but are instead expected to lower their mental standards for a time to the level of infants who are learning to apply language to simple situation.” (Smith, 2005, s. 147)

Taking into consideration this fact, students may become very sensitive towards being corrected and also in terms of motivation. The teacher has to contemplate the most appropriate strategies that he/she intends to use with his/her students. Harmer develops this idea of sensitivity towards his/her students. The teachers should be able to investigate students attitudes towards his/her subject and should be able to penetrate

into their “inner life” in order not to lower the pupils’ self-esteem. Harmer claims that the teacher should “create an unthreatening environment for ... students (just as we will want to foster their cognitive development). We should also be concerned not to do anything which damages their self-esteem. (Harmer, 2006, s. 75) The importance of pupils’ self-esteem was suggested by Abraham Maslow 1987. He claims that: “self-esteem was a necessary “deficiency need” which had to be met before cognitive or aesthetic needs could be engaged with” (Maslow 1987 in Harmer 2006, s. 74). This idea contributes to the theory that the teacher should be able to take the right steps concerning the organization of the lesson. Harmer adds that: “learner’s feelings are as important as their mental or cognitive abilities. If students feel hostile towards the subject of study, the materials, or the teaching methods, they will be unlikely to achieve much success.” (Harmer, 2006, s. 74) Such an attitude to the students has even been intensified in recent years. As Harmer claims it is mainly due to the influence of humanistic and communicative theories that were being put in practice in recent years where “great emphasis has been placed on “learner-centred” teaching that is teaching which makes the learners’ needs and experience central to the educational process. (Harmer, 56) He describes such learning as a trend which can be found “in classrooms where learners are given tasks to work on, and where, in the process of performing these tasks, real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on. “ (Harmer, 2006, s. 57) Tudor suggests

“teachers in such learner-centred classrooms need special qualities including maturity, intuition, educational skills (to develop students’ awareness of language and learning), an openness to student input, and a greater tolerance of uncertainty.” (Tudor in Harmer, 2006, 57)

This quotation underlines the necessity of establishing egalitarian relationships, being sensitive towards the pupils’ self-esteem and establishing a friendly atmosphere. The following chapter will focus on the sources of authority in the English language classroom.

13. AUTHORITY ACQUISITION IN THE ENGLISH LANGUAGE CLASSROOM

From the above chapter it is obvious that the teacher in the ELT classroom should not apply the authority of power. It is important to realize that authority when learning language derives inherently from the subject itself as described above. In general, the teacher of English has to rely on his/her personality qualities, charisma and communicative skills. Naturally, the teacher can employ all the authority types described in the previous chapter on authority but must bear in mind what effect it could have on his/her relationships with pupils. According to Harmer, we can summarize several sources of authority prevailing in the classroom of English:

- **interest and enthusiasm**
 - choice of topic
 - teacher's performance
- **professionalism**
 - knowledge of the subject
 - lesson planning
 - teacher as a model to student
 - being punctual and reliable
- **rapprochement between teachers and students**
 - with-it-ness
 - employing all students etc. (Harmer s. 128 – 129)

14. DISCIPLINE IN ELT CLASSROOM

Handschin points out that “discipline depends largely upon the teacher, his ways of thinking, of acquiring data, of reacting to stimuli, of deporting himself and of doing the work that must be done in the classroom.” Handschin also adds that “it requires considerable pedagogical skill, whether intuitive or acquired, to control a class of pupils, at any age, and get them work collectively and harmoniously.” (Handschin in Smith 2005, s. 148).

The problems with discipline in the ELT classroom can be limited to the “off-task” students. As described in Richards, “off-task” behaviour is when students “fail to take

part by sitting in silence, or they distract other students by talking off the topic and they provide “nonlanguage” entertainment”. (Richards 2008, 422)

According to Harmer, there are two factors influencing the behaviour in the classroom – outside and inside factors:

Outside factors

- the family – students may be influenced by home attitudes to English, to learning in general, or even to teachers themselves
- education – previous learning experience, unpleasant memories
- self-esteem – may result partly from teacher approval, students’ peers, lack of respect from teacher or peers
- boredom

Inside factors

- tiredness – not able to concentrate
- classroom environment: it’s too hot or too cold
- noise from outside the classroom – concentration (Harmer 2006, s. 126 – 127)

In Richards, the reason for having the problematic students is in the lack of motivation. It is also seen as a way how to avoid problems with problematic students or off-task behaviour. (Richards 2008, s. 41)

Another problem that teachers consider as a discipline problem in the ELT classroom is the use of the mother tongue. As Harmer claims “it drives teachers wild when their students are apparently unwilling to use English in the classroom, especially during communicative activities.” (Harmer 2006, s. 131) As he further describes, such behaviour has its reasons. He blames the choice of activity and the language required for such activity. The choice of the activity has to correspond with the level of students’ language and it must be linguistically possible for them. Another reason Harmer mentions is natural code-switching that allows students mainly on the lower levels want to penetrate into “a new linguistic/conceptual world through the linguistic world they are already familiar with. Code-switching between L1 and L2 is naturally

developmental (Eldridge 1996, s. 310), and not some example of misguided behaviour.” (Harmer, 2006, s. 131) It is also important to realize that students often copy what the teacher does and it is important to become a model for his/her students and it also concerns the use of mother-tongue language. Other practices and strategies will be described in the following chapters.

14.1. PRINCIPLES AND STRATEGIES

Creating a code of conduct is an important part of effective classroom management. It allows the students to find out about “where they stand”. It is useful both for young learners and for unenthusiastic adult classes. (Harmer, 2006, s. 127) Smith also discusses a similar issue and points out that “the wise and patient teacher will not plunge into his subject without a preliminary discussion of the nature and purpose of his course. (Smith 2005, s. 147) Concerning establishing the nature in the classroom, Harmer provides interesting ideas about how to create such an environment and clear rules for the pupils. He states that “it is effective to employ students and make them participate in creating the rules for the classroom. The rules may concern discipline in the classroom but also other matters as homework, cooperation etc.” (Harmer, 2006, s. 127) In addition, Harmer advises that it is very useful to create a document that can be put on the class notice board for all to see and each time “when students are disruptive or uncooperative, they can be referred to the code of conduct they themselves agreed to.” (Harmer, 2006, s. 128) It is important to point out, that the fact that student participates on creating the code of conduct is necessary for pupils to accept it fully. As Harmer claims “When code has been thus democratically arrived at – with everyone having a say and coming to an agreement – it has considerable power” (Harmer 2006, s. 128)

Smith 2005 adds that it is imperative in relation to maintaining the discipline and teachers’ professional skills to act confidently. He states that “confidence on the part of the teacher is the initial condition for the promotion of good discipline”. Confidence in this case is understood as “clear realisation of aims and objectives”. (Smith, 2005, s. 149)

The following summary illustrates the main actions the teacher should take when problematic behaviour arises. Harmer points out that it is crucial “whatever the reason for problem behaviour is, it should not be ignored when it happens” (Harmer 2006, s. 129) In Richards it is suggested, before making quick decisions on what to do about a problem it is important to contemplate the following questions:

- Does the behaviour hinder other students’ learning?
- Is this just a single occurrence not worth wasting time on?
- Is it a whole-class problem or specific to one or two people? (Richards 2008, s. 43)

Harmer 2006 provides some general guideline for such situations:

- act immediately – stop talking, pause, look at the student in question
- focus on the behaviour not the pupil – the behaviour is important, not the pupil’s character, the teacher should avoid aggressive or deprecatory remarks (may damage student’s self-esteem)
- be positive rather than negative – beware the language of instructions (Let’s do... instead of Don’t do...)
- reseat students
- discuss the problematic behaviour with the student in private
- don’t shout – shouting raises the overall level of noise in the classroom, it is usually more effective to speak more quietly
- raising a hand – must be previously agreed – student are expected to raise their hands in reply and to calm down
- consult colleagues – ask for guidance (Harmer, 129 – 130)

15. INTRODUCTION TO THE RESEARCH

The aim of this research is to find out the relation of the teacher’s attitude towards pupils which is represented by the use of authority and the consequent influence on the classroom climate. As was summarized in the theoretical part, the positive classroom climate is for the purposes of this paper determined by emotional states of pupils and the disciplinary order in the classroom. The emotional states and the discipline derive

from the relationships not only between the pupils themselves but also from the relationship they have with their teacher. The teacher represents the primary person in the process of establishing relationships with his pupils. His/her acts, competences, skills and qualities summarized in the theoretical part undermine such relationships whose quality is reflected in the extent the pupils respect their teacher. An inherent part of such process is the conception of authority that the teacher uses towards his/her pupils. The degree of respect is then reflected in the disciplinary order that the pupils willingly respect. It is important to point out in this case that the word willingly is inherent for the pupils' positive emotions. Discipline, apart from the quality relationships, represents an inherent part of the positive classroom climate. As this paper discusses the problematic of the conception of authority under the on-going humanistic influences on the contemporary curriculum, the research will focus primarily on the teacher himself/herself and his interactive style he/she uses in the classroom towards his/her pupils. The attention will primarily be paid to teacher's communication (interaction) with students because as Gavora claims the communication represents "an instrument to realization (establishment, development) of interpersonal relations in the classroom". (Gavora 2005, s. 26) The way the teacher communicates in the classroom reveals a lot about the relationships between the teacher and pupils. The research will further focus on the teacher's reactions (interaction) to disturbive behaviour and other conflicts arising in the classroom, mainly to the level of authority and other consequences related to the acquisition of authority or in contrary the decrease of authority. It is presumed that the teachers having natural authority will be popular with pupils and atmosphere (classroom climate) will be relaxed during the lessons. In contrary to the teacher using strong authority (formal and authority of power) based on restrictions and strictness who will be in disfavour with pupils and the atmosphere will be rather tensed and stressing. This research may have the following *hypotheses (H)*:

H1 – teachers using strong authority (formal, authority of power) will be disliked by pupils and the classroom climate will be negatively affected but the order in the classroom will be very high (the classroom will be disciplined)

H2 – teachers drawing from natural authority will be popular with the pupils and will be naturally respected which will positively influence the classroom climate and the pupils will feel relaxed and the discipline will be maintained

H3 – teachers who are not able to create either natural authority or formal authority (authority of power) will be disliked by pupils and the classroom climate will be highly affected by the undisciplined behaviour

16. THE SUBJECT OF RESEARCH – AUTHOR’S NOTE

The research was carried out with pupils from one class attending the 7th grade of the primary school, aged 12 – 13. There were 25 pupils in 7.B. After a discussion with the director of the school this class was recommended as there occur frequent problems with discipline. The author spent one day (4 lessons) with pupils in order to become naturally perceived by the classroom. There was enough time during the breaks to become closer to pupils and establish relaxed relationship so that the measuring was exact. It must be pointed out at the beginning of the research that the research is focused only on the general subjects. Unfortunately, during the observation, the lessons of English language were too specific in their character from the other lessons and for the purposes of this research the observation would not offer any contrast for the investigation. During the lessons of English, the pupils were preparing for the quarterly test in English and spent one lesson correcting a preparatory test which was a lesson with specific organization. The following lesson was spent in the computer class which was considered as too specific environment that may have caused that the acquired data would be distorted or out of focus. Moreover, there was only half of pupils in the language classes which were told by 2 teachers. The author focused on the lessons which were taught in the same environment, it means the same classroom and the same amount of pupils. The measuring was carried out during a lesson of civics which was devoted to filling a questionnaire. All pupils were appropriately instructed in how to fill the questionnaires in.

17. METHODS OF RESEARCH

17.1. QUESTIONNAIRES FOR PUPILS AND TEACHERS

As the problematic of teacher’s authority and his/her influence on the classroom climate is such a complex matter, the methods used for the research were also complex. Primarily, the questionnaires were used to find out the consciousness about the concept of authority to find out preferences of both pupils’ as well as teachers’ and the results

allowed a comparison of both opinions. The questionnaires were arranged on the basis of questionnaires used by Jakub Bodal 1997 presented in Vališová. (1997, in Vališová 1998, 122-124). The questionnaires are presented in appendices.

The questionnaire for pupils included:

- questions to learn about the pupil's consciousness about the authority – using open questions, unfinished sentences
- a question concerning teacher's popularity – based on a simulation of situation, the pupils were asked to save 2 teachers from a sinking boat
- important teachers characteristics and skills from their point of view
- what is their and their parents view on the role of the teacher in society

The results of the pupils' questionnaire illustrated the pupils preferences of their teachers in favour as well as disfavour which allowed a needed contrast for the further investigation.

The questionnaire for teachers included the same questions as the questionnaire for pupils so that the results of both of them can be compared.

17.2. INTERACTIVE STYLE - QUESTIONNAIRE

To be able to investigate some relation between the classroom climate and the teachers' use of authority, there were two other questionnaires used to get the needed results. It was important to learn about the pupils' view on the interactive style of their teachers. For these purposes a questionnaire concerning the interactive style of the teacher was used. This questionnaire was published by T. Wubbels and J. Levy in 1993 and was translated by P. Gavora and J. Mareš in 2003 presented in Gavora's Teacher and pupils in communication (Gavora 2005, 147 – 150) The original version of the questionnaire consists of 64 questions. For the purposes of this research, the questionnaire was shortened to 32 questions, which allowed better results from the pupils as the questionnaire was not so time demanding and it allowed them to concentrate better on their answers. Some of the questions were repetitive in the original version so that they were reduced and limited from 8 questions for each dimension to 4 questions to each

dimension. This questionnaire uses scales from 0 – 4, some of the questions were also edited to be clearer to pupils. The results offer eight dimensional visualization of the teacher's interactive style involving the following qualities of the teacher as listed in Gavora 2005:

- **organizer** – pupils learn a lot from the teacher, the teacher is well organized – punctual, the explanation is clear, the lesson is interesting
- **supportive** - the teacher is open to pupils and willing to help them with their needs
- **understanding** – he cares about pupils' matters not only concerning school but also personal problems
- **developing responsibility** – the teacher involve pupils into decisions connected with their classroom, closely related with discipline
- **indecisive** – the teacher is disorganized, showing low self-confidence
- **discontented** – the teacher is not able to motivate his/her student by praise
- **restrictive** – the teacher is too autocratic, uses power as authority to be respected or vice versa
- **strict** – the teacher impose high requirements on his/her pupils, limits the pupils individuality etc. (Gavora 2005, s. 45 – 51)

The results of this questionnaire allow a look into the pupils' opinion and show how they see their teachers as they are evaluating the presented above dimensions. Concerning the dimensions in detail, each represents inherent factors of authority acquisition. To be able to link the results of the teachers' interactive style with the classroom climate, it was necessary compare the results of this questionnaire to the results acquired during the observation of the surveyed teachers. As was stated in the introduction to this research, the attention was paid mainly to the effectiveness of working environment in the classroom in relation to disciplinary order in the classroom and the teacher's ability to react to the pupils' problematic behaviour and to investigate the overall situation with a focus on the use of authority. For this reason, the Flander's method was chosen as the most suitable tool for observation.

17.3. FLANDER'S SYSTEM FOR OBSERVATION COMMUNICATION IN THE CLASSROOM

This system allows recording the communication processes in the classroom. As was explained in the theoretical part, communication is “a mean of realization of relationships in the classroom” (Gavora 2005, 26). Gavora evaluates this questionnaire and claims that “It’s advantage is it’s accuracy and simplicity.” (Gavora, 2005, 151) This questionnaire allows division into 10 categories that are crucial for the investigated conception of authority of the teacher. The numbers 1 – 7 represent the teachers’ acts and 8 – 10 represents pupils’ acts. It focuses on the actions listed in the following table:

teachers’ communication	1. accepts pupils emotions
	2. praise and encourages
	3. accepts pupils thoughts or develops them
	4. ask questions
	5. explains
	6. gives commands or instructions
	7. criticizes or promotes his/her authority
pupils’ communication	8. answers
	9. speaks spontaneously
	10. pauses, noise, confusing communication

As is obvious from the above table all the teachers’ acts used in this method correlate with the investigated conception of authority. The primary attention was paid to no. 7 which includes the reaction to the problems arising in the classroom, discouraging communication with pupils and negative criticism etc. Also no. 6 was a point for discussion as its occurrence shows the educational style of the teacher. The higher rate of occurrence, the more autocratic style the teacher uses. In contrast, no.9 and its occurrence represents to what extent the pupils are allowed to speak and react spontaneously which is a signal of relaxed atmosphere in the classroom. The results of this method are compared to the results of the questionnaire on the interactive style of the teachers carried out by pupils.

17.4. CES – CLASSROOM ENVIRONMENT SCALE

The last method used was to visualize the influence of the teachers' authority and the classroom climate. As was suggested in the theoretical part, classroom climate is a result of a long term influence and is formed by several climate factors. The observation realized with the use of the Flander's system allowed only measuring the instantaneous atmosphere in the classroom. In order to be able to find out further consequences of the teachers' influence, the **CES (Classroom Environment Scale)** questionnaire was chosen. This questionnaire is described by Lašek 2001 in his Social-psychological Climate of Classroom and School. The original version of this questionnaire was carried out in the USA by Trickett and Moos. The version was too large. Fraser and Fisher shorten the original version and they created much suitable and convenient version for its use. Further, this questionnaire was edited for the use in the Czech schools by Mareš and Lašek. The questionnaire is targeted for the pupils of 12 – 18 years. The Czech version consists of 23 questions. It allows to get result of 6 parameters of the classroom climate:

1. **teacher's support** (questions no. 3, 9, 15, 20)
2. **task oriented behaviour** (questions no. 1, 4, 10, 16, 17)
3. **relationships between pupils in the classroom** (questions no. 2, 5, 8, 14)
4. **pupils involvement** (questions no. 7, 12, 13, 21)
5. **order in the classroom** (questions no. 11, 19, 22)
6. **control and rule clarity** (questions no. 6, 18, 23)

Pupils evaluate the classroom climate in relation to the influence of the teacher of particular subject. Pupils answer YES – NO and the results are finally recounted in numeric values, YES scores 3 points and NO scores 1 point, in case of no answer or illegible answer 2 points are scored. There are some questions (3, 4, 7, 8, 12, 13, 16, 17, 21, 22) with inverted scoring where YES is scored for 1 point and NO values 3 points. (Lašek 2001)

18. RESULTS OF THE RESEARCH

18.1. QUESTIONNAIRES FOR PUPILS AND TEACHERS

The purpose of receiving results of these questionnaires was to find out about consciousness about the surveying matter. The questionnaires for pupils were completed during a lesson of civics. The students were assured of a fact that this questionnaire is not a test, that the result will not evaluate them and that they have to use their own opinion. The pupils were also instructed how to fill the questionnaire in. The time was limited to 10 minutes. There were 24 students filling in the questionnaire.

1) definition of the term authority

I don't know	8
to have a respect of somebody	6
that's what teachers lack	2
teacher of mathematics – their class teacher	2
principles and abidance of them	1
obedience	1
To be popular together with being respected	1
– everybody obey you, because they trust you	1
to older ones	1
respect from people who are subordinate and younger	1
my father has authority	1
I obey everything he says without him raising his voice	1

It is evident from the above table that the most frequent word that pupils associate with a term authority is mostly “respect”. In majority, the pupils consider the authority as principles, rules, order and obedience. One of the pupils also connected the word authority with trust to people. Also, the authority was also connected to parents. In addition, there were also some entertaining answers which support the purpose of this paper. In the theoretical part, the crisis of authority is discussed, 2 students answered that authority is something that teachers lack. Even the number is very small, it is evident, that pupils are aware of the fact that contemporary education suffers from the insufficient discipline and order.

The teachers' results were in this case very similar. The most frequent answer was “natural respect”. They also consider authority as a “summary of qualities”, often in

connection to teachers and “the ability of a person to acquire attention appropriately” or to “be respected without a use of aggression”.

2) to have authority means to:

have respect (natural respect)	8
respect, confession	1
I don't know	7
obey	4
have some particular order	1
have high social status	1
to be popular and have respect	1
to obey commands in a certain measure	1

The second question was present to help pupils imagine what authority is. It was very difficult for them to define the sole term authority in comparison to finishing sentence with a collocation of “have authority”. The results were very similar to the first question. The most frequent answer was to have respect, in one case to have natural respect. Surprisingly, a word “confession” appeared. Also, they connected the word authority with being popular and having high social status. As was suggested in the theoretical part, the Kolář’s concept of global authority has a weak part in the power of position. It is apparent that this opinion is shared with some of the pupils.

The teacher’s answers were very similar. To have authority from their point of view means to “be perceived with respect” and to “be respected as a person and only as a teacher”.

3) favourite teachers

Czech language	96%	23
Geography	92%	22
Mathematics	4%	1
History	0%	0

4) essential qualities of the teacher

equity	75
endeavour towards helping pupils	64
sense of humour	59

friendly relationship with pupils	54
specialized knowledge	50
communicative skills	36
respect	35
personality	29
clothes	28
appearance	23
role of the teacher within the society	21
consistency	20
age	17
gender	12
strictness	11

The comparison of the teachers' result is quite interesting. Pupils appreciate their teachers for "equity" and "endeavor towards helping pupils", "sense of humour" and "friendly relationship with pupils". Teachers consider as the most important "personal characteristic", "personality", "temperament and charisma" of a teacher. As is obvious, the pupils' and teachers' opinion differ in this point of view as the pupils appreciate their teachers rather for their acts in the classroom than for their personal characteristics. Teachers then together agreed that the authority stands on the attitude towards responsibility and the ability to hold interest.

5) Is a profession of teacher prestigious? ANO = 12 (50%) NE = 12 (50%)

Even the results concerning the profession of the teacher are equal, it is still quite worrying state. Teachers also support the opinion that the view on the teachers profession is devaluating. One of the teachers even suggested that the situation is "plaintive". "The reason is seen in the insufficient appraisal of this job in relation to the responsibility for our future and our society. As a result of low appraisal, there are more and more teachers who do not care of the aim of their profession and do not mind bad results. Food quality teachers are leaving education in order to get better paid jobs". One of the teachers also suggested that "there is a respect for this profession among ordinary people, but with "decreasing power, the people include us between "ants" and labour class.

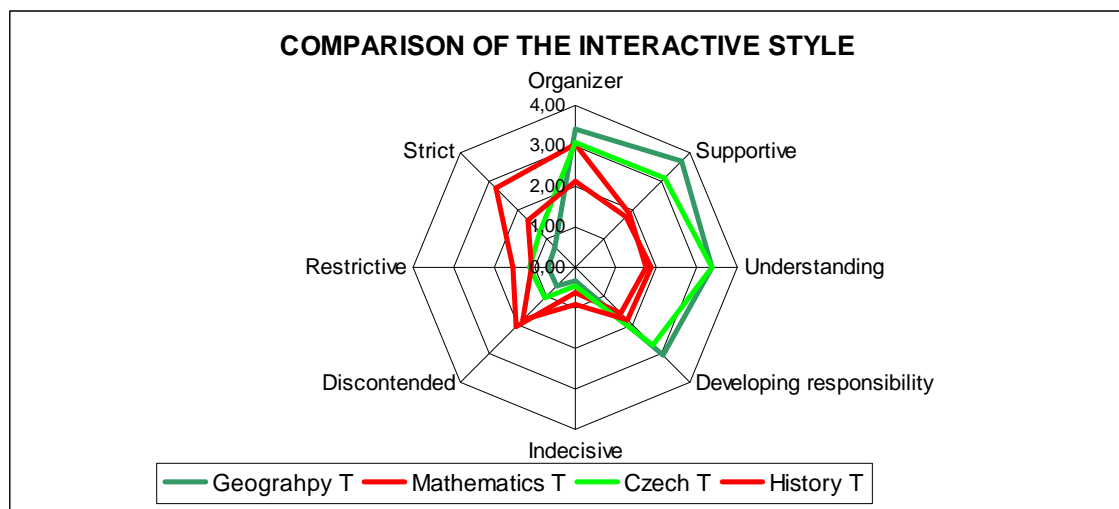
18.2. INTERACTIVE STYLE - RESULTS

As was suggested in the methods of the research, the purpose of the first questionnaire was to investigate the popularity of the teachers. According to this selection, 4 teachers

were selected and the pupils were asked to evaluate them on the basis of presented questionnaires. The following teachers were chosen:

- **Czech language teacher – favourite**
- **Geography teacher – favourite**
- **Mathematic teacher – not in favour**
- **History teacher – not in favour**

The following graph illustrates their interactive style with pupils:



Graph 2

As is obvious from the above graph 1, both teachers who were selected as the most favourite have much higher numbers in the right part of the graph, which presents support, understanding, friendly relationships and also it symbolizes to which extent the teachers give chance to decide about their class to the pupils. To compare this state in numbers (from a scale of 0 – 4) the popular teacher rated over **3** in the supportive, understanding and developing responsibility dimension in contrast to the unpopular teacher whose number did not reach even **1,9**.

Apparently, the popular teachers built on their natural authority and are trying to get closer to pupils in contrast to the unpopular teachers. It can also be assumed that they try to get closer to pupils. They also care about their feelings not only about school matters but also personal matters. As is obvious from the graph, the unpopular teachers are not able to motivate the pupils properly, as negative critique rather prevails. It can

be shown on the discontented dimension which is in both cases of unpopular teachers in much higher rates in comparison to the popular teachers. Concerning the unpopular teachers, their numbers rate **2.06** (mathematics) and **1.83** (history). In case of popular teachers the numbers are considerably lower: **0.67** (geography) and **1.07** (Czech). It can be assumed that the popular teachers are able to balance the negative critique with praise which makes their pupils feel more motivated and interested in the subject as is mentioned in the theoretical part.

It is also obvious, that the unpopular teachers try to be respected using the authority of power and restrictions. The numbers illustrate that the teacher of mathematics was evaluated to **2.8** which is a very high rate in comparison to for example geography teacher who was evaluated **0.7**. The teacher of history rates **1.63**, which is still 0.4 higher in comparison to the Czech teacher. It is apparent, that all the teachers must be restrictive to some extent, there must be a code of conduct that the pupils have to obey and there may rarely be a teacher using no strictness and restrictions at all. But it is essential, as suggested in the theoretical part, that the authority they are using is not based on passing fear or them, they must have respect, but it must be balanced with the friendly attitude and understanding.

We can also see from the presented graph 1 that nearly all teachers were rated over **3** concerning their organizing skills. This dimension illustrates, to what extent the content of education is comprehensive to pupils. There are no striking differences, apart from the history teacher who was rated only **2.13**.

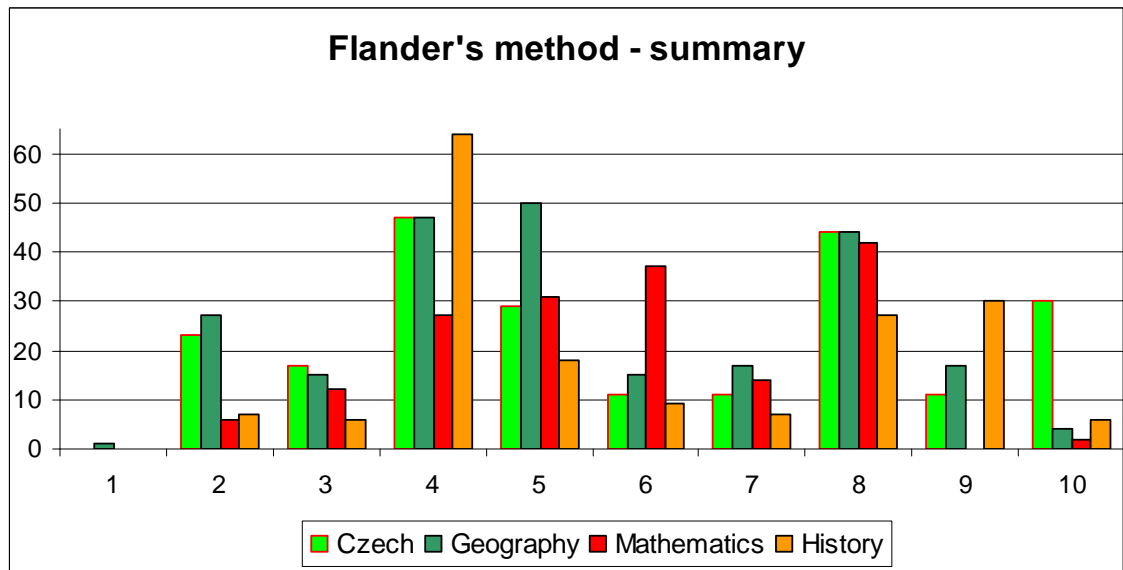
Concerning the history teacher, it is apparent, that his/her numbers are much lower in comparison to the other teachers. On the other side she was rated **0.91** in the indecisive dimension in comparison to **0.34** (geography), **0.45** (Czech), **0.64** (mathematics). As was explained in the theoretical part devoted to acquisition of authority, it is essential to be confident in what the teacher is doing, to be consistent and organized as a basic factor in order to acquire authority. It can be assumed that as the pupils rated **0.9** the number is still much higher in comparison to the other teachers and it may suggest that pupils do not have much respect for this teacher and it might also be the reason why

he/she received such low rates in other dimensions and is considered unpopular.

In conclusion to the results of questionnaire on the interactive style of the teachers, it is apparent, that the teachers that are the most popular among pupils appear to be friendly to students, they have sense of humour and are patient and tolerant. All the listed qualities are basic presumption in acquisition of natural authority which allows teachers to be naturally respected. The overall atmosphere during such lessons is expected to be much relaxed and friendly. This is in contrast to the teachers who were appointed by pupils as unpopular. They rate very low numbers in connection to these humanistic parameters and they are rather oriented on promoting their authority of power, using restrictions and strictness in order to be respected. There is a high presumption that the atmosphere during such lessons will be rather tensed and demotivating. On the other hand, it can be presumed that concerning the problems with discipline, the learning environment will be rather calm and quiet. The real situation will be presented in the following chapter presenting the results of the Flander's system.

18.3. FLANDER'S SYSTEM - RESULTS

As was described in methodology of the research, the situation in the classroom was monitored using the Flander's system which allows focusing on the communication between teachers and pupils. The complete results are presented in the appendices, in this part the attention will be paid primarily to the use of authority in relation to the problems of discipline and also the occurrence and characteristics of commands used by particular teachers. The system also allows to investigate what preceded each parameter and it allows deeper look into the actions. The following graph illustrates the occurrence of each act in the particular lessons:



Graph 3

To be able to interpret the data from the graph 2, it is necessary to repeat what the numbers stand for:

- 1. accepts pupils emotions**
- 2. praise and encourages**
- 3. accepts pupils thoughts or develops them**
- 4. ask questions**
- 5. explains**
- 6. gives commands or instructions**
- 7. criticizes or promotes his/her authority**
- 8. answers**
- 9. speak spontaneously**
- 10. pauses, noise, confusing communication**

18.3.1. PRAISE AND ENCOURAGE

As is visible from the graph 2, during the lessons there was no case of accepting pupils emotions recorded. Concerning **the praise and encourage**, the popular teachers for Czech and geography use the praise and encourage their students automatically. In case of for example geography, there were 2 transparent examples of encouraging pupils. The first appeared during the first minutes of the lesson when the students were supposed to rewrite 5 long sentences from the board to their notebooks. They seemed to be very discouraged by the task and so the teacher said friendly: "The sentences only look long, but I also managed to rewrite them here on the board, so will you, so come on, you will manage!". It seemed to work as the whole class started writing quietly.

Also the example of encouraging appeared at the end of the lesson of Czech and geography where the pupils started losing concentration and both teachers encouraged them to “survive” till the end of the lesson without using annoyed or angry voice. This is very important concerning the authority acquisition and maintenance as it shows pupils that the teacher understand them. It is also noticeable that the unpopular teachers of mathematics and history use much less praise and encourage in contrast to their colleagues. Apparently, this result corresponds to the previous results of the interactive style.

18.3.2. ACCEPTING PUPIL’S THOUGHTS

Concerning **accepting pupils’ thoughts** and developing them the number do not vary so much. All the teachers used mainly the same way how to accept pupils’ thoughts and it was the repetition of what the pupil said or confirmation in a form of “Yes”. The thoughts were mainly developed using unfinished sentences which were closed to questions. All the teachers were using similar techniques.

18.3.3. ASKING QUESTIONS

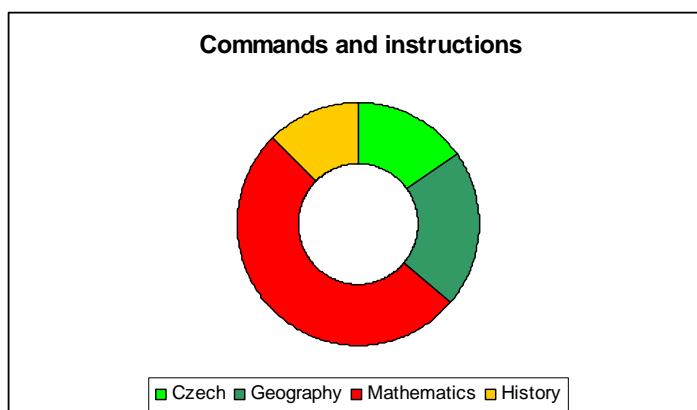
Asking questions is the number which is not possible to compare as it is dependent on the activities carried out in the classroom. The teacher of Czech language frequently let pupils work individually so the number is lower in comparison to for example history lesson where the teacher kept asking questions and the pupils were answering nearly throughout the whole lesson which was becoming very monotonous. It is rather interesting to focus on how each teacher uses different ways of calling pupils out. Both popular teachers are using pupils’ names with affection. Forms like “Honzi”, also “Javore” – using the pupils’ nicknames or using diminutives of their names as “Dančo”, “Nikčo”, “Žando”. This is in contrast to the unpopular teachers, particularly the teacher of mathematics who in the major cases uses only his/her finger to point the one she/he wants to calls out. The way the teachers address their pupils is very important. It reveals a lot about their relationship and it also affects how the teacher is perceived by pupils. Because as Petty claims “names, smiles, equal opportunities – these are the most efficient ways how to avoid (psychological) barriers. (Petty 2004, s. 80)

18.3.4. EXPLANATION

The rate of **explanation** reflects the character of the subject. Naturally, the highest rates were recorded in geography, mathematics and Czech language. It might be a bit surprising that the numbers are much lower in history, but as the lesson was revision, the teacher based the lesson rather on questions than on explanation as is visible from the graph. The explanation was also the main situation where the teacher had to deal with problems with discipline. It means when the pupils were not involved.

18.3.5. COMMANDS AND GIVING INSTRUCTIONS

Concerning **commands and giving instruction**, it can be said that the subjects are balanced, apart from the mathematics. The following graph 3 illustrates the situation in the classrooms concerning commands and instructions:



Graph 4

Primarily, this group is represented mainly by instructions to activities. Apparently, the teacher of mathematics uses autocratic style and this fact was also very strikingly reflected in the lesson.

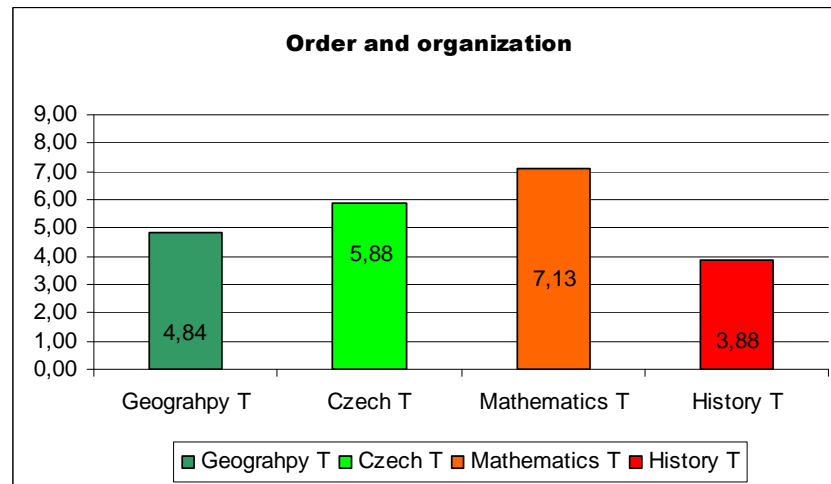
It is interesting to compare the ways how the teachers give commands to their pupils. The popular teachers use mainly addressing a whole class even if addressing individual and they avoid using strong imperative structures in contrast to mathematic teacher. Let us compare these following examples: “Honzi, will you try to write it on the board?” – friendly tone and “Miloš, come here and write this on the board!” – direct tone. There is a diametric difference between these two instructions with the same result having the requested matter written on the board but the first command is rather request in contrast

to the imperative form. Obviously, the first one was used by the Czech language teacher and the other was used by the mathematic teacher.

As was suggested the teacher of mathematic relies on the autocratic style and in his/her lessons the commands and instructions prevails, as is also visible from the above graph 3. She uses mainly: “Read!”, “I said leave your books open, those who forgot, open it again!”, “Miloš, come here!” etc., all the examples are too injunctive. In relation to the results of the interactive style, the results are also reflected in the graph 1 as the pupils perceive the teacher rather as restrictive and strict that obviously lowers his/her popularity. This is very closely related to the establishment of authority, which is according to the results of the interactive style of the mathematic teacher formal and acquired rather than natural. The effect of this is that the teacher is respected during the lessons, the pupils do not dare to get in conflict with such a teacher, they fulfil the tasks but obviously, they do not have this teacher in favour. This can also have demotivating effect to pupils towards the subject as they are hardly learning for interest.

18.3.6. CRITIQUE AND PROMOTION OF TEACHER’S AUTHORITY

As was mentioned in the introduction to the research, the attention will primarily be paid to the **critique and promotion of teacher’s authority**. The teachers “used their authority” as a tool to maintain discipline, mainly as reaction to some disturbive situations which evoked mainly when the pupils were not involved, for example during explanation or during activities that were becoming monotonous. The state presented in the graph illustrates the rate of critique in this case as well as reaction to the disorderly behaviour. The popular teachers usually differed in their tolerance towards the problematic behaviour. The following graph 4 presents results gained from the **CES (Classroom environment scale)** and it allows better interpretation concerning discipline in contrast to the **Flander’s method** where there are more subcategories included under one number:



Graph 5

Concerning the general results, there are no standard numbers that would show optimal state, there is only a minimal and maximal rate suggested. In this case the results should rate from 3 – 9. It is apparent that the teacher of mathematics uses strong authority of power which resolves to the absolutely quiet classroom in contrast to teacher of history whose classroom was in complete noise and many off-task students. It is very controversial to judge the mathematic teacher negatively, because concerning the effectiveness of the learning environment in terms of discipline this state would be considered as positive. Contrary to motivation and encourage as the pupils work on the basis of restrictions and “fear” which creates rather demotivating attitude and may even cause aversion to the subject in the future. However, from the perspective of this work the classroom atmosphere during the lesson of mathematic was rather threatening. It was obvious that the pupils felt rather stressed and it is obvious that they dislike this teacher as they are not allowed any space for individual decisions.

This is in contrast to the teachers who are considered to be popular with their pupils. They used several strategies to stop disorder and maintain discipline as with-it-ness, reacting immediately and appropriately to a problem, re-seating pupils, targeting questions to everybody to involve each pupil. In contrast to the teacher of history the crucial difference was that both teachers reacted immediately to any kind of disorder. Some examples of such reactions were as following: “Come on folks” – patient friendly tone (Czech teacher), “Listen, I’m a bit fed up with your behaviour today” – showing

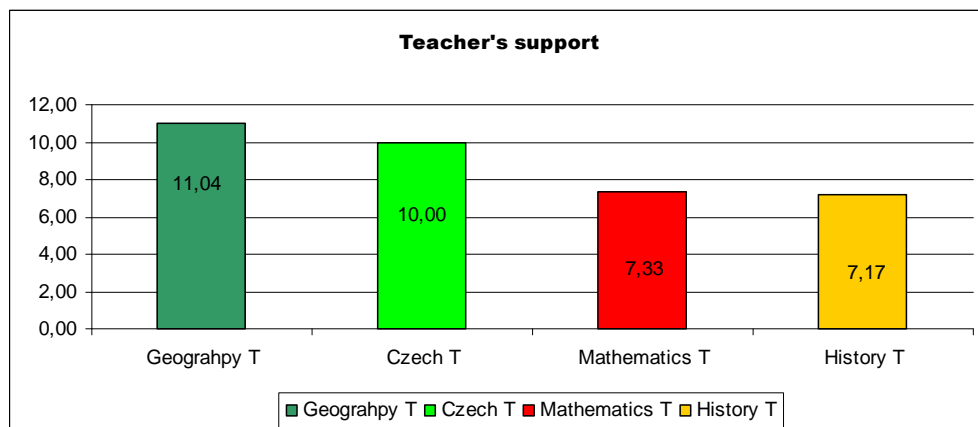
irritation, but still friendly (Czech teacher), “Well, I think we will put the drink off” – talking to one pupil (Czech teacher), “Will you stop it?!” – command presented as a request (Czech teacher, “Let’s stop, come on!” – calm voice, encouraging (geography teacher), “Danča, put your Czech away or what it is and pay attention” – calm and friendly tone (geography teacher) etc. The teachers frequently called out names of off-task pupils who suddenly stopped for a while. Also, in case the repetitive problem the teacher of Czech used deep look directly to a pupils who immediately stopped and started cooperating. The same strategy was also frequently used by a teacher of geography. Both of them were also use the technique of proximity very effectively.

Discussing the interaction with pupils, the teacher of mathematics, apart from giving strong commands, provided inappropriate and insensitive communication towards the pupils. The teacher used unfriendly and often even assaulting voice as in “Honza, I am not talking to myself, I said take your exercise book and nothing else”. Honza might have only misunderstood or overheard that information and the criticism should have been realized more sensitively. Apart from the voice qualities, the teacher was inadequately reacting to pupils answers and in most cases provided insensitive and demotivating feedback including ironic smiles towards the pupil’s answer, “Yeah, but in a whole sentence” where the pupil answered the needed information and this remark was rather humiliating, “no, I don’t want it like this”, “you are just guessing” or to a pupil being solving an example on the board “So help was needed” in an ironic way. According to a provided theory, such reactions lead to a demotivation of pupils and resolve in lowering the natural authority of the teacher. In case of the mathematic teacher it does not do much harm as the teacher is able to balance this with a use of his/her formal authority and the authority of power effectively and base her teaching on strictness and restrictions with no discipline problems.

Let us contrast such teacher’s attitude to the teacher of history. As is visible from the graph 4, the rate concerning applying her authority or being critical is the lowest from all. This result is very mystifying. Unfortunately, during the lesson, it was also obvious, that his/her interaction with pupils is inappropriate. It must be pointed out that the atmosphere during the lesson of history was really bewildering. There was a complete

rush and noise and there was nearly no record of the teacher's with-it-ness or attempt to maintain order. There were more than 7 pupils with complete off-task behaviour. It was obvious that the teacher has very low authority in terms of natural authority among the students as well as she was not able to stress out her own formal authority in contrast to the mathematic teacher. It was obvious that she is not really respected by pupils. Let us consider the following records. There was only one remark towards their behaviour realized after the disordered behaviour of some student lasted for some time: "If anybody wants to be annoying today, he or she is not going to visit the museum with us on Thursday". It was evident that to pupils in their age this was not too motivating matter and moreover, it may have worked if it had been an immediate reaction. Rather there had started a discussion about where they were going to spend the lesson instead of museum and the noise in the classroom even increased. After several minutes of a complete rush there was another attempt of the teacher to maintain discipline „I'm very well noticing those who need to have a talk, at the end of the lesson I will pick up somebody and test him/her and we will see how much he/she has to say...“ but obviously the pupils were aware of a fact that this is not going to happen anyway and continued in other off-task activities. There were situations where there were some pupils with off-task behaviour and she depicted only one of them with a threatening tone, but not shouting "How come you are not cooperating?" or "Turn back and keep attention". The one who was assaulted started being off-task again and to the rest of the lesson as he/she might perceive the teacher's attitude as not equal.

Also there were some inappropriate reactions to the pupils answers "Ask somebody at the end of the lesson!" or "Are you aware that this is a pretty nonsense?" which was perceived as a bit humiliating at that point and definitely demotivating for the pupils to further cooperate with their teacher. That this fact is also perceived by pupils and that the records were not only coincidence can be illustrated on the following graph 5 presenting results of the CES questionnaire concerning the teacher's support:

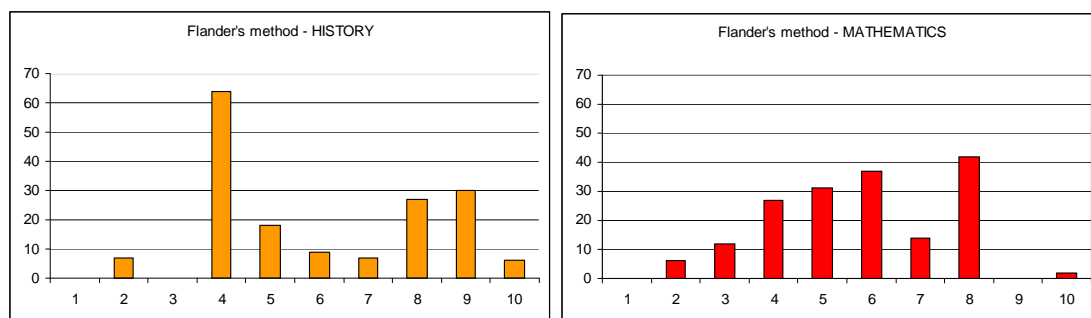


Graph 6

Apparently, the popular teachers are strikingly willing to support their pupils, the results also correlate with the graph 1 illustrating the interactive style of the teacher. The history reached the lowest rates in the investigation which supports that his/her reactions may sometimes be inappropriate and the pupils perceive such attitude negatively, as well as in the case of the mathematic teacher.

18.3.7. COMMUNICATION IN THE CLASSROOM

The situation in the classroom was also conditioned by the organization of the lesson. The history teacher did revision and used mainly open questions. The following graphs illustrate the situation in the classroom in terms of pupils' communication:



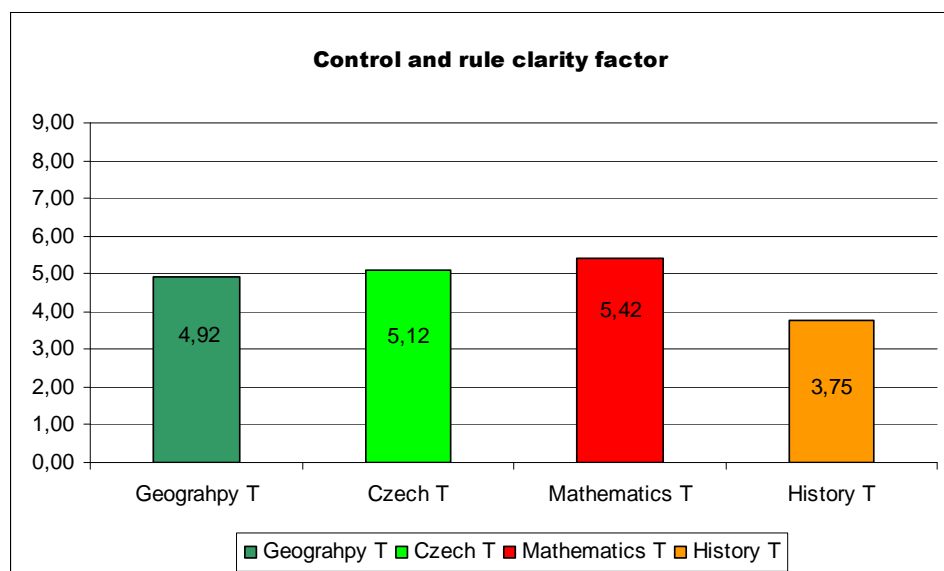
Graph 7

It is very interesting to notice the rate of the spontaneous speech of pupils which is represented by **no. 9** (**no.8** represents the pupils' answers as they are called out). The rate of the teacher's question is represented by **no.4**. It is obvious that the history teacher allows students to answer without the necessity to ask for a word and it shows much relaxed atmosphere. In comparison to the mathematics teacher, no pupils dare to

say a word without being appointed to have a word. Obviously, the history teacher does not use directive teaching in contrast to the mathematic teacher. To sum up and conclude this discussion, the interactive style of the teachers, in other words the way the teachers communicate with his/her pupils significantly influences a way the children see the people and to which extent they are willing to accept him/her as an authority – with respect.

18.3.8. CLARITY FACTOR

Another important factor influencing discipline maintenance is a rule clarity factor. As Flander’s method did not allow such measuring, these results were available from CES questionnaire. Let us consider the following results:

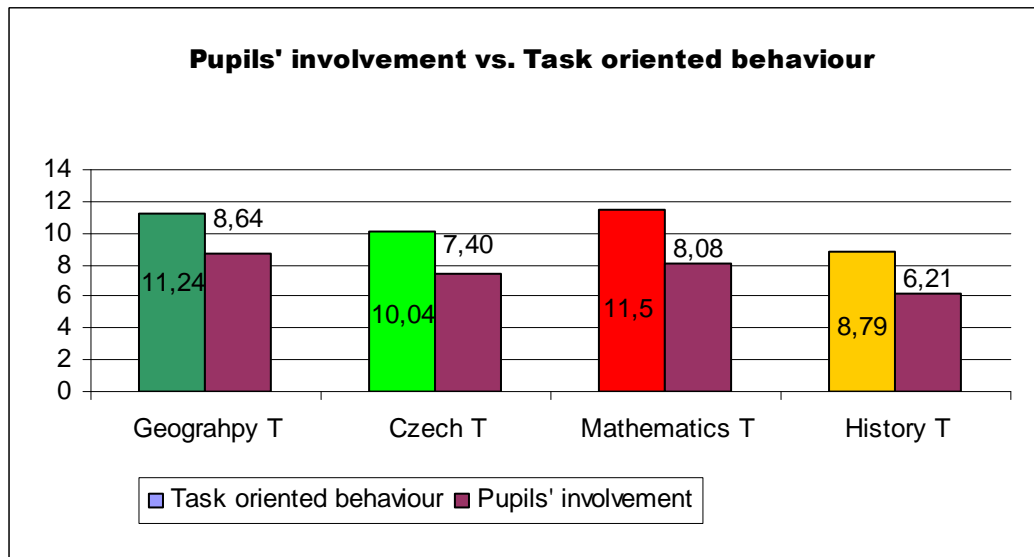


Graph 8

The results should rate between 3 and 9. It is obvious that the pupils are aware of the code of conduct in the particular lessons apart from the lessons of history. That may also be one of the facts why the discipline problems were so high and that the teacher had not stressed the rules clearly (even in his/her opinion she/he did as she/he answered in the questionnaire). Unsurprisingly, the rate of the clarity factor is the highest considering the mathematics teacher.

19. PUPILS' INVOLVEMENT VS. TASK ORIENTED BEHAVIOUR

Finally, an inherent factor of a classroom climate is the organization of the lesson and the way the teacher makes the lesson interesting and to which extent he employs the pupils into the lesson. The following graph 8 helps us find out some relation between the task oriented behaviour and the pupils involvement:



Graph 9

It is obvious that there is a strong and nearly direct proportional relationship between the choices of activities with different forms of organizations (represented by the pupil's involvement) and the rate representing to which extent the pupils are working during the lessons (represent by the task oriented behaviour). Here we may speak about the authority of cooperation within a group or a pair. This graph summarizes to which extent the teachers are able to motivate students in order to create interest in the subject or make them work. In relation to so far interpreted results the worst situation is visible in the history lessons, where the teacher is not able to involve the students into the activities effectively.

20. CONCLUSION

In conclusion to this all the received results will be summarized. At first, the teachers of mathematics and history and their basic characteristics resulting from the research will be summarized. The first graph 1 illustrating the interactive style with their pupils showed that the rates in the right part of the graph were very low. These were

represented by the friendly, supportive and understanding attitude towards students. In contradiction, the much higher rates were represented by strictness, restrictions and discontent. As was suggested in the theoretical part, all of these qualities decrease the teacher's authority and may influence pupils negatively in terms of motivation and mainly the overall attitude towards the teachers. Evidently both of these teachers were appointed by pupils as the least favourite and pupils consider them to be unpopular. There was also a connection investigated between the attitude of the teacher and his/her influence of the classroom climate. For the purposes of this work the classroom climate was limited rather to the atmosphere within the lesson and the other crucial parts contributing to the state of the classroom climate were measured with a use of the CEC (Classroom environment scale) questionnaire. The result both from the observation (Flander's method) proved and confirmed the hypotheses that the teachers' influence the classroom climate distinctively in terms of discipline and pupils' emotions during the lessons. In case of the history teacher the problems were reflected in the order in the classroom. The crucial problem was in the maintenance of discipline as the teacher was not able to react to the problems immediately and it influenced the rate of off-task pupils. Concerning the purpose of discipline as according to the theory it is considered to be a crucial part of education in terms of facilitating the classroom with effective learning conditions the result was very bad. In contrast to the teacher of mathematics whose autocratic teaching style assured the effective working conditions in terms of silence and order, but concerning pupils' emotions it was evident that most of them felt stressed out. It is apparent that in both cases the pupils do not appreciate such behaviour. Obviously, all these presented facts level down the teachers natural authority with their pupils. It can be proved mainly by a fact that both of them were appointed as unpopular with their pupils. Comparing the mathematic teacher to the history teacher, the mathematic teacher has a certain amount of authority which is need to the discipline maintenance. In this case we are speaking about the acquired authority (or apparent authority), which is established in case of the mathematic teacher on the authority of power and position instead of the quality relationships and natural authority which results in the disfavour with the pupils.

It can be therefore claimed that the **hypotheses 1 and hypotheses 2 was confirmed** by the research as the mathematic teacher being too authoritative was considered by pupils as unpopular and the classroom climate was rather negative as majority of pupils felt stressed out during the lesson. Hypotheses 3 suggested that the teacher applying low authority will suffer from discipline problems in the classroom, which was in case of the history teacher proved.

Concerning the results presented in the graph 1 representing the interactive style, introduced at the beginning, it can be summarized that the teachers who are considered to be popular with pupils are relying on their ability to interact with pupils, mainly, trying to get closer to pupils, being friendly and open to them, supporting them in all the educational processes and trying to understand them. The crucial difference is in the way they communicate with the pupils, mainly concerning the tone of their voice and the overall attitude. Being able to understand pupils is the most difficult challenge for teachers. That the teachers appointed as popular are more sensitive to their pupils needs was obvious mainly in a great difference in the reactions to the problematic behaviour in contrast to unpopular teachers. It can be assumed from the observed atmosphere in the classroom that the pupils felt relaxed, were willing to cooperate with teachers and were showing interest in the subject. It was apparent that the teachers have natural respect with their pupils based on the quality relationships and that the pupils naturally accept and respect them mainly for their natural authority deriving from the above mentioned qualities and attitudes and also because of their high professional skills. These teachers also very sensitively and flexibly reacted to disorder in the classroom.

It can be claimed that the **hypotheses H2** that teachers using their natural authority instead of authority of power and restriction will have natural authority with their pupils and will be naturally respected by their pupils **was also proved** by the result of research.

RESUMÉ

Tato práce se zabývala pojetím autority učitele a jeho vlivu na třídní klima v souvislosti s potřebami měnícího se školního kurikula. V teoretické části práce byla popsána různá pojetí autority a byly představeny definice vycházející z jak obecné roviny, tak se specifickým zaměřením definice autority učitele. Pro ilustraci komplexnosti zkoumaného problému byla vymezena typologie autority. Byli shrnuty různé zdroje autority, vycházející z různých vzdělávacích koncepcí, na jejichž základě byla vymezena různá pojetí nositele autority od autority základní, to jest autority osoby (učitele), autority vztahu (učitel – žák), autority předmětu (např. v případě třídy anglického jazyka), autority společenství (plynoucí z organizačních forem práce) atd. V souvislosti s mírou uplatňované autority učitele byly vymezeny různé výchovné styly učitele. Pozornost byla věnována zejména měnícímu se vzdělávacímu systému pod nátlakem kurikulárních reforem, kladoucích nové nároky na vzdělávací proces. V souvislosti s těmito změnami byly popsány měnící se nároky na roli učitele v současném školství. V tomto případě byla pozornost soustředěna zejména na současnou krizi autority v českých školách, právě ve spojení potřeby adaptace role učitele na měnící se podmínky ve smyslu uplatňování míry autority na žáka. Bylo zdůrazněno, že s důvodu humanistického tlaku dochází ke změnám nároků učitele a jeho autority. Byl popsán proces této humanistické reformy, jejímž výsledkem je posun autority z dosud uplatňované autority moci a restrikcí k uplatňování autority přirozené. V tomto případě byl kladen důraz na potřeby žáků v souvislosti s psychologickými potřebami dospívajícího jedince. Cílem této práce bylo popsat souvislost uplatňování autority učitele a jejího vlivu na třídní klima. Problematika třídního klimatu byla zúžena na pojení získání a udržení kázně, neboť kázeň a pořádek ve třídě představuje nedílnou součást třídního klimatu. Byly shrnuty důležité kvality, kompetence a pedagogické dovednosti učitele v souvislosti se získáním přirozené autority ve smyslu vytvoření kvalitních vztahů mezi učitelem a žákem. Dále byly vymezeny důležité prvky reakcí na kázeňské problémy s důrazem zachování a získávání přirozené autority a byly shrnuty důležité strategie přispívající k tomuto jednání. Kapitola o kázni zdůraznila důležitost tohoto problému v souvislosti s vytvořením efektivních podmínek pro vzdělávání žáků a s tím souvisejícím pozitivním třídním klimatem. V souvislosti s problematikou třídního

klimatu byla také představena základní terminologie týkající se zkoumaného problému – prostředí, atmosféra a klima. V závěru teoretické části této práce byla pozornost věnována specifickému prostředí anglické jazykové třídy. Bylo popsáno, že autorita v tomto specifickém prostředí vychází především z povahy předmětu – tudíž z anglického jazyka. Tento fakt byl vysvětlen na základě snižování možnosti vyjádření se v nižších jazykových úrovních, kdy z hlediska jazykové vybavenosti klesá nejen dospělý jedinec, schopný se vyjadřovat, na úroveň dítěte. Z tohoto důvodu byl zdůrazněn sensitivní přístup učitele k žákovi a opět byly zdůrazněny přátelské vztahy podmiňující vznik přirozené a neformální autority, která je v jazykové třídě nezbytná. V souvislosti s pozitivním třídním klimatem jazykové třídy byli rozebrány různé kázeňské problémy specifické právě pro jazykovou třídu. Byly nabídnuty různé strategie přístupu učitele k řešení problémů, jak prevence v podobě vytvoření či zavedení pravidel ve třídě, tak i výběru vhodného řešení problému v době jeho vzniku. V empirické části práce byla pozornost věnována výzkumu závislosti vlivu uplatňované autority učitele na třídní klima s důrazem na kázeňské problémy a ostatní faktory třídního klimatu. Výzkum byl realizován na 1. Základní škole v Jičíně (ulice 17.listopadu, 506 01). Vzorek tvořila třída 7.B, kterou navštěvuje 25 žáků. Tato třída byla vybrána po diskuzi s ředitelem školy, který tuto třídu doporučil, neboť se v ní často učitelé potýkají s kázeňskými problémy. Výzkum byl oproti prvotnímu záměru zaměřen na obecné předměty, neboť v době výzkumu hodiny anglického jazyka představovaly příliš specifické prostřední, ze kterých by získaná data nebylo možné porovnat a nebylo by možné získat potřebné výsledky. Pozornost byla tedy zaměřena na obecné předměty, kterých se zúčastňovala celá třída, ve stejném prostředí. Byly použity rozmanité formy zkoumání jako například dotazníky obsahující otevřené otázky, nedokončené věty, škálování atp. Zároveň byly použity ověřené dotazníky za účelem získání dat v souvislosti autority učitele a třídního klimatu. Autorita učitele byla měřena pomocí získání informací o oblíbenosti učitelů, na jehož základě byl realizován výzkum interakčního stylu učitele z pohledu žáků. Tyto výsledky byly porovnány s atmosférou ve třídě, která proběhla na základě pozorování s využitím Flandersova systému pozorování komunikace ve třídě. Toto měření poskytlo záznamy reakcí učitelů na kázeňské problémy a byl také zaznamenán aktuální stav atmosféry ve třídě. Získaná data byla porovnána s výsledky získaných z měření pomocí dotazníku CES (Classroom

Environment Scale), který umožnil získat data týkající se dlouhodobějšího stavu, tzv. třídního klimatu. Šetřením bylo zjištěno, že učitelé, uplatňující vysokou míru autority založenou spíše na formální autoritě a autoritě moci, jsou mezi žáky neoblíbení, ale vykazují vysokou míru pořádku ve třídě – tento stav však bohužel reflektuje žákovo negativní emocionální rozpoložení v podobě stresu. Dále bylo zjištěno, že učitelé, kteří nedokážou svou autoritu uplatnit, sice vytvářejí uvolněnější atmosféru ve třídě, ale bohužel nejsou schopni sjednat si pořádek, a zajistit tak efektivní studijní prostředí. Bylo potvrzeno, že učitelé, kteří k žákům přistupují přátelsky, snaží se žáky pochopit a mají snahu žákům pomáhat, jsou žáky přirozeně respektovány a jejich vzájemné vztahy vytvářejí pozitivní třídní klima. Tyto učitelé také přiměřeně reagují na kázeňské problémy, jejichž řešení je pro učitele jednodušší, neboť žáci pravidla přirozeně přijímají. Závěrem této práce je nutné podotknout, že profese učitele klade na člověka vysoké požadavky nejen v rovině poznání, ale hlavně v rovině mezilidských vztahů a psychologie. Z tohoto důvodu by učitel měl být dostatečně oceněn jak ekonomicky tak v abstraktní rovině očima společnosti, neboť je to právě on, kdo formuje naše děti lidmi, a z tohoto důvodu by se mu mělo dostat patřičné podpory, která se mu bohužel v současné době nedostává.

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APPENDIX 1 – Questionnaire for pupils

- 1) Rozumíš slovu autorita? Pokus se tento pojem krátce popsat. Bud' můžeš použít jen slova, která se ti se slovem autorita vybaví, nebo celé věty:**

-
- 2) Doplň (dokonči) následující větu:**

MÍT AUTORITU ZNAMENÁ:

- 3) Představ si že, jsi vyrazil se svými učiteli na výlet lodí. Bohužel nastali technické potíže a loď se začala potápět. Na lodi jsou jen 3 záchranné vesty – jedna je pro tebe, za rozdělení zbylých dvou jsi zodpovědný ty. Koho zachráníš? Pamatuj, můžeš vybrat jen 2 lidi!**

Podtrhni:

český jazyk – Havelková Daniela

matematika – Maxová Olga

dějepis – Víchová Jitka

zeměpis – Havlová Dana

anglický jazyk – Hanzl Jaroslav

anglický jazyk – Keršlágerová Radka

- 4) Čím si tě většinou učitel získá, které jeho vlastnosti jsou pro tebe důležité? Vyber ty nejdůležitější vlastnosti a označ je číslem od 1 – 5 (1=méně důležité, 5=nejvíce důležité)**

Vybíráš pouze 5 z nich! Nezapomeň na číslování!

odborné znalosti	přísnost umění jednat	důslednost	role učitele ve společnosti	
smysl pro humor	vzhled	spravedlnost	oblečení	respekt
přátelský vztah ke studentům	pohlaví	charakter	věk učitele	
snaha pomoci žákům				

- 5) Je podle tebe profese učitele prestižní práce? ANO – NE**

- 6) Myslíš, že tví rodiče sdílejí stejný názor? ANO – NE**

- 7) Pokud si zaškrtnl/a ne, napiš pár důvodů?**
-

APPENDIX 2 – Questionnaire for teachers

Vážená paní učitelko,

tento dotazník je součástí mé bakalářské práce, která si klade za cíl získat více informací o vlivu autority učitele na klima ve třídě a proto je pro mě důležité znát postoj pedagogů a jejich vnímání autority. Při vyplňování dotazníku Vás prosím o upřímné a výstižné odpovědi, neboť jen tak budu moci dojít ke kvalitnímu výsledku. Z důvodu zjištění propojenosti klimatu ve třídě (které bylo měřeno certifikovanými dotazníky CES a dotazníkem vyhodnocujícím interakční styl učitele) a uplatňovanou autoritou učitele, nemůže být tento dotazník vyplněn anonymně, neboť by nebylo možné informace porovnat. Vaše odpovědi samozřejmě nebudou nikde prezentovány ani šířeny.

Jazykem mé bakalářské práce je angličtina.

Velice děkuji za spolupráci a čas, který vyplnění dotazníku věnujete.

Jméno:

Počet let praxe ve škole:

Jak dlouho učíte v 7.B?:

Věra Štěchová

1) Co si představujete pod pojmem „autorita“?

2)Doplňte, prosím, následující věty:

MÍT AUTORITU ZNAMENÁ

AUTORITA OSOBY JE ZALOŽENA PŘEDEVŠÍM NA...

3) Jaký význam má podle Vás autorita učitele ve vyučování?

4) Na čem se podle Vás zakládá autorita učitele? Ohodnoťte číslicemi 1-5 vlastnosti, které pomáhají vytvářet autoritu učitele (1 – nejvýznamnější vlastnost, 5- nejméně významná vlastnost). Pro inspiraci můžete využít tabulku nebo můžete uvést jiné vlastnosti.

odborné znalosti	přísnost	didaktické dovednosti
umění jednat		důslednost
smysl pro humor	vzhled	inteligence
spravedlnost		oblečení respekt
přátelský vztah		pohlaví charakter
ke studentům	věk učitele	snaha pomoci žákům

5) Co podle Vás oslabuje autoritu učitele? Ohodnot'te číslicemi 1-5 vlastnosti, které oslabují autoritu učitele (1 – nejvíce oslabující vlastnost, 5- nejméně oslabující vlastnost). Pro inspiraci můžete využít tabulku nebo můžete uvést jiné vlastnosti.

neznalosti	nepřátelství
nedůslednost	nespravedlnost
hloupost	vzhled
nadřazenost	věk učitele
nezájem o žáky	náladovost
afektovanost	didaktické dovednosti

6) Může být učitel dobrým pedagogem bez autority?

ano ne nevím

7) Je třeba autoritu učitele neustále udržovat a obnovovat?

ano ne nevím

JAK? _____

8) Myslíte si, že máte u svých žáků autoritu?

ano ne nevím

9) Myslíte si, že si dokážete sjednat klid ve třídě?

ano ne nevím

Pokud jste odpověděl(a) „ano“, napište prosím, jakým způsobem toho dosahujete.

10) Když jste začínala v 7.B učit, informovala jste studenty o kázeňských požadavcích, které na ně budete klást?

11) Očíslujte následující způsoby zavedení pravidel ve třídě, které používáte

přímý příkaz	vysvětlení	výrok s prosbou	příkaz s výhružkou
příkaz se zdůvodněním	výrok	otázka	výrok s příkazem
přání s výhružkou	přání s otázkou	přání	

12) Jaké je podle Vás postavení učitele ve společnosti v současné době? Je profese učitele prestižní práce? Má ve společnosti uznání?

Tento dotazník vychází z dotazníku Jakuba Dobala (1997, In Vališová, 1998, s. 122 – 124)

Děkuji moc za vyplnění dotazníku

APPENDIX 3 – Interactive style questionnaire

Prosím, vyplňujte následující dotazník zodpovědně a buďte spravedliví!!!!!!

PAMATUJ!!! *Smysl pro spravedlnost je právě to co dělá člověka člověkem!* (Karel May)

Jméno učitele: _____

Jak vyplňovat? – zakroužkuj číslo 0 - 4 – postupuj dle uvedeného příkladu:

PŘÍKLAD: 1.vyučuje svůj předmět s nadšením a udrží naši pozornost

nikdy **0** **1** **2** **3** **4** **vždy**
nikdy zřídka někdy často vždy

1.vyučuje svůj předmět s nadšením a udrží naši pozornost

nikdy 0 1 2 3 4 vždy

2. když s ním v něčem nesouhlasíme, můžeme o tom diskutovat

nikdy 0 1 2 3 4 vždy

3. vyžaduje od nás bezpodmínečnou poslušnost

nikdy 0 1 2 3 4 vždy

4. je trpělivý a tolerantní

netrpělivý 0 1 2 3 4 trpělivý
netolerantní netrpělivý

5. ví o všem co se ve třídě děje

nikdy 0 1 2 3 4 vždy

6. když ve třídě vyvádíme, je zmatený (je snad ho vyvézt z míry)

nikdy 0 1 2 3 4 vždy

7. věří nám

nevěří 0 1 2 3 4 věří

8. je lehké ho rozčítit

nikdy 0 1 2 3 4 vždy

9. má pichlavé poznámky

nikdy 0 1 2 3 4 vždy

10. u něho se hodně naučíme

naučíme se 0 1 2 3 4 naučíme se
málo hodně

11. dokáže pochopit naše chyby a nedostatky, snaží se nás pochopit

nikdy 0 1 2 3 4 vždy

12. vypadá, jakoby pořád nevěděl co má dál dělat

nikdy 0 1 2 3 4 vždy

13. pohrdá námi, chová se povýšeně

nikdy 0 1 2 3 4 vždy

14. vidíme, že je nejistý (váhavý)

nikdy 0 1 2 3 4 vždy
není ano, je

15. vyhrožuje, že nás potrestá

nikdy 0 1 2 3 4 vždy

16. je přísný (býváme z něho vystrašení)

není 0 1 2 3 4 je přísný

17. můžeme se spolupodílet na jeho rozhodnutích (a věcech týkajících se třídy)

nikdy 0 1 2 3 4 vždy

18. myslí si, že podvádíme (je podezřívavý – např. při testu)						
nikdy	0	1	2	3	4	vždy
19. myslí si, že toho víme málo						
nikdy	0	1	2	3	4	vždy
20. když se rozzlobí, přestane se ovládat						
nikdy	0	1	2	3	4	vždy
21. je přátelský a vytváří ve třídě příjemnou atmosféru						
nikdy	0	1	2	3	4	vždy
22. přijímá omluvu, když uvedeme rozumné důvody						
nikdy	0	1	2	3	4	vždy
23. má smysl pro humor						
nikdy	0	1	2	3	4	vždy
24. vypadá nespokojeně nebo nešťastně – je rozmrzelý						
nikdy	0	1	2	3	4	vždy
25. je plachý						
není	0	1	2	3	4	je
26. když máme na věc jiný názor, můžeme ho říci						
nikdy	0	1	2	3	4	vždy
27.. důvěřujeme mu, můžeme se na něho spolehnout						
nikdy	0	1	2	3	4	vždy
28. změní svůj názor, když uvedeme argumenty						
nikdy	0	1	2	3	4	vždy
29. bojíme se přijít do hodiny, když nemáme domácí úlohu						
nikdy	0	1	2	3	4	vždy
nebojíme						bojíme se
30. tvrdě známkuje						
nikdy	0	1	2	3	4	vždy
31. když hned něco nepochopíme vysvětlí to ještě jednou (pomůže nám)						
nikdy	0	1	2	3	4	vždy
32. svoje sliby dodrží						
nikdy	0	1	2	3	4	vždy

DIVISION INTO DIMENSIONS – shortened version

Organizátor

- 1. vyučuje svůj předmět s nadšením a udrží naši pozornost
- 5. ví o všem co se ve třídě děje
- 10. u něho se hodně naučíme
- 32. svoje sliby dodrží

Napomáhající

- 21. je přátelský a vytváří ve třídě příjemnou atmosféru
- 27.. důvěřujeme mu, můžeme se na něho spolehnout
- 23. má smysl pro humor
- 31. když hned něco nepochopíme vysvětlí to ještě jednou (pomůže nám)

Chápající

- 2. když s ním v něčem nesouhlasíme, můžeme o tom diskutovat
- 4. je trpělivý a tolerantní
- 7. věří nám
- 11. dokáže pochopit naše chyby a nedostatky, snaží se nás pochopit

Vede k zodpovědnosti

- 17. můžeme se spolupodílet na jeho rozhodnutích (a věcech týkajících se třídy)
- 26. když máme na věc jiný názor, můžeme ho říci
- 22. přijímá omluvu, když uvedeme rozumné důvody
- 28. změní svůj názor, když uvedeme argumenty

Nejistý

- 6. když ve třídě vyvádíme, je zmatený (je snad ho vyvézt z míry)
- 12. vypadá, jakoby pořád nevěděl co má dál dělat
- 14. vidíme, že je nejistý (váhavý)
- 25. je plachý

Nespokojený

- 15. vyhrožuje, že nás potrestá
- 18. myslí si, že podvádíme (je podezřívavý – např. při testu)
- 19. myslí si, že toho víme málo
- 24. vypadá nespokojeně nebo nešťastně – je rozmrzelý

Kárající

- 8. je lehké ho rozčítit
- 9. má pichlavé poznámky
- 13. pohrdá námi, chová se povýšeně
- 20. když se rozzlobí, přestane se ovládat

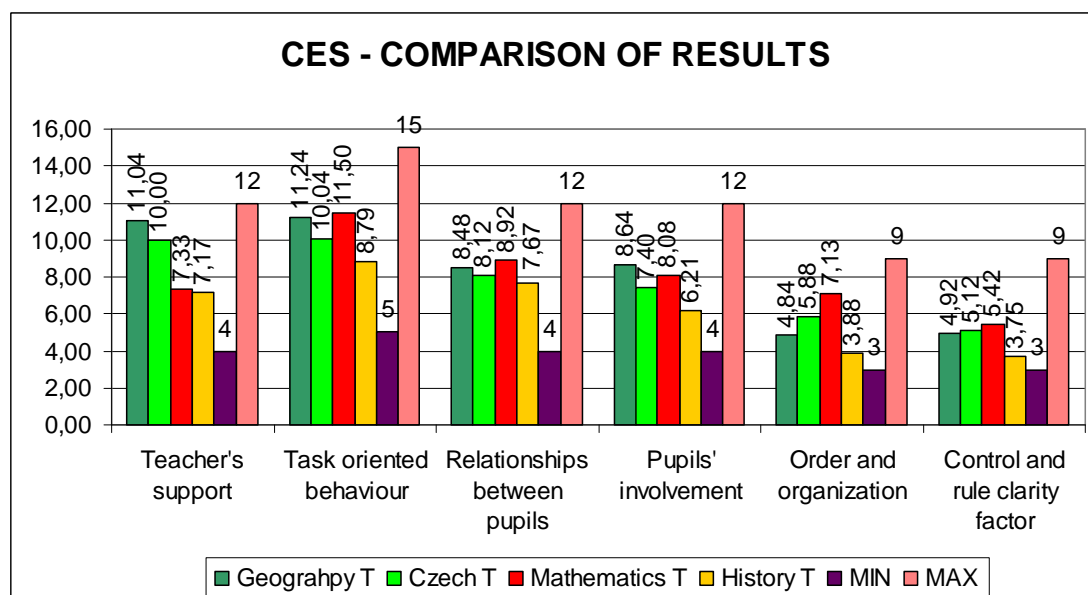
Přísný

- 3. vyžaduje od nás bezpodmínečnou poslušnost
- 16. je přísný (býváme z něho vystrašení)
- 29. bojíme se přijít do hodiny, když nemáme domácí úlohu
- 30. tvrdě známkuje

APPENDIX 4 – CES (Classroom Environment Scale) – questionnaire + results

1. Žáci z naší třídy vkládají do školní práce poměrně dost úsilí a energie.	ANO	NE
2. Žáci se v naší třídě navzájem dobře znají, vědí o sobě dost věcí.....	ANO	NE
3. Učitel s námi málokdy diskutuje o věcech, v nichž bychom potřebovali poradit a pomoci. (I)	ANO	NE
4. V naší třídě věnují žáci více času debatování o mimoškolních věcech než debatám o učivu a učení. (I).....	ANO	NE
5. Naše třída je velmi dobře organizovaná.	ANO	NE
6. Naší třídě byla jasně řečena pravidla, která se mají dodržovat během hodiny (při písemkách, při zkoušení atd.).....	ANO	NE
7. Žáci v naší třídě často při vyučování rádi sní, přemýšlejí o úplně jiných věcech. (I).....	ANO	NE
8. Žáci z naší třídy nemají moc chuti se víc zajímat o ty druhé. (I).....	ANO	NE
9. Učitel/ka se nás snaží poznat hlouběji než ostatní vyučující.....	ANO	NE
10. Žáci z naší třídy se snaží , aby za nimi byl po hodině vidět kus práce.	ANO	NE
11. V naší třídě jsou žáci téměř stále potichu.....	ANO	NE
12. V naší třídě se příliš často mění pravidla hry a pak nevíme, co se může a nemůže. (I).....	ANO	NE
13. Žáci naší třídy se obvykle nemohou dočkat konce hodiny; to, co se učí, je moc nezajímá. (I).....	ANO	NE
14. V naší třídě se žáci mezi sebou dost kamarádí.....	ANO	NE
15. Učitel/ka se k nám chová víc kamarádsky než autoritativně.	ANO	NE
16. V naší třídě se žáci při vyučování příliš nenamáhají. (I).....	ANO	NE
17. V naší třídě se žáci při vyučování mohou dokonce i flinkat. (I)	ANO	NE
18. Učitel/ka nám jasně vysvětlil/a, co se stane, když porušíme „pravidla hry“.....	ANO	NE
19. Většina třídy dává při vyučování pozor.	ANO	NE
20. Učitel/ka dokáže žákům, kteří mají nějaké problémy, skutečně pomoci.	ANO	NE
21. Naše třída je spíš zábavným prostředím než místem, kde se člověk něčemu naučí. (I).....	ANO	NE
22. Naše třída je při vyučování velmi často hlučná. (I)	ANO	NE
23. Učitel/ka nám jasně řekl/a, za jakých podmínek s ním (s ní) budeme dobře vycházet.	ANO	NE

RESULTS OF THE CES – QUESTIONNAIRE



General results

Název proměnné	Číslo otázek	Reliabilita	Minimum možných bodů	Maximum možných bodů
Učitelova pomoc žákům	3, 9, 15, 20	0,66	4	12
Orientace žáků na úkoly	1, 4, 10, 16, 17	0,56	5	15
Vztahy mezi žáky ve třídě	2, 5, 8, 14	0,54	4	12
Zájem o průběh výuky	7, 12, 13, 21	0,46	4	12
Klid a pořádek ve třídě	11, 19, 22	0,52	3	9
Jasnost pravidel	6, 18, 23	0,49	3	9
Celý dotazník		0,73		

APPENDIX 5 – Flander’s system – observation – RESULTS

Lesson: Czech Language

Day: 15.3.2009

Time: 8:45 – 9:30

Experience (in years): 13 years

	1	2	3	4	5	6	7	8	9	10	Suma
1											0
2				////////////////		////			/		23
3				///				////////	///		17
4								////////	///	/	17
5				///		///			///	/	11
6		/		///	/			//	//	/	11
7		/		/	///	//	/		/	//	11
8		/		////	///	///					14
9			/	/	///		////			/	11
10					/	//	//		/		6

Lesson: Geography

Day: 15.3.2009

Time: 7:45 – 8:30

Experience (in years): 14 years

	1	2	3	4	5	6	7	8	9	10	Suma
1					/	/		/			3
2				////////////////		////////	/	////			27
3				////	////		//				15
4				///	////	/		////////	////	/	47
5		/		////////	////////	////	////	/	///	/	50
6			/	//	////		/	////	/		15
7		/		///	////	//		////			17
8	//	/	////////	////////	////	////	//	/	/		44
9	/	/	///	//	///		//	/	//	//	17
10				/			//	/			4

Lesson: Mathematics Day: 15.3.2009
 Experience (in years): 29 years

Time: 9:40 – 10:25

	1	2	3	4	5	6	7	8	9	10	Suma
1											0
2			/	//	/			//			6
3		/		///		////	/	//			12
4							//	////////////////////			27
5				////	////	////////	/				31
6		/		////	////////	////////	//	////////			37
7		/	/	///	/	//		///		/	14
8		/	////////	////	////////	////////	////				42
9											0
10					/		/				2

Lesson: History Day: 14.3.2009
 Experience (in years): 20 years

Time: 8:45 – 9:30

	1	2	3	4	5	6	7	8	9	10	Suma
1											0
2			///		/	/				/	7
3							////				0
4	/	/			/	/	////////	////////	////////	/	64
5	/		////		////	///	/			/	18
6	/		//		/		///			//	9
7	/		//		/	/			//		7
8	///		////////		///		///				27
9	/		////////		///	///	/		//		30
10			//			/			//	/	6