ABSTRACT

TITLE:

Relationships Among Teaching Staff as a School Climate Factor

AUTHOR:

Bc. Jiří Ondráček

DEPARTMENT:

Pedagogy Department, Charles University - Faculty of Education

THESIS MENTOR:

PhDr. Marie Linková, Ph.D.

ABSTRACT:

The topic of this thesis is school climate and relationships among teaching staff influencing it. The theoretical part includes explanation of the terms *climate* and *school climate*, and defines differences between *school environment* and *school culture*. An important part is school as an institution and an organisation as well.

Theoretical part also defines school climate and its typology. It identifies requirements for a positive school climate and factors influencing it (subjective, objective).

The thesis is also focused on research of the school climate itself, the history of research and particular research methods (various queationairres, SWOT analysis, school map, etc.).

A very important component of the theoretical part is the description of relationships (climate) among the teaching staff. It defines the teaching team, personality of a pedagogical worker, personalities of teachers, their typology and authority.

The concluding part is focused on positives and negatives of teaching staff relationships and it clarifies their causes.

The practical part is focused on the research of teaching staff relationship climate, relationships between individual teachers and their influence on school climate. It compares three different points of view on the climate. As the defining criteria of the comparison we chose the teachers‘genders, age and length of teaching practice.

The aim of this thesis is to compare the climate of female only/ of men only, younger/older and less/more experienced teaching staff. We used OCDQ questionnaire as the research method.

The outcome of the thesis is a summary of school climate perception in three different points of view and a comparison of research results amongst different types of teaching staff teams.