

This diploma thesis deals with the psychological characteristics of the educational environment of adolescents. Within the frame of this work we consider the educational environment to be mainly the environment of school and family. This environment is considered to be the most important socialization agent and environment where youngsters spend most of their time during the teenage years.

The theoretical part of the paper characterizes the period of adolescence, its bio-psycho-social transformation and its specifics in relation to the family and school environment.

Further, we deal with the issue of educational and socialization processes and educational environment, with the emphasis on the specifics of the family and school environments. The school educational environment is created through the interaction between the teacher and the students. In the final chapter of the theoretical part we survey the diverse conceptions of assessing styles of educational action and results of previous research dealing with the same topic.

The empirical part of the work aims to map the subjective perception of the educational environment of family and school in a sample of the current generation of adolescents. For this purpose we used subjective evaluation of the family educational environment and the environment created by the class master. The sample for the study consists of pupils of the 6th school grade to the 1st grade of high school. In the first chapter of the empirical section we analyze the quantitative data, which are compared with the results of the previous research. The next part of the chapter is then devoted to deeper analysis of educational influence of selected teachers, for whom we obtained assessment from more classes, and its comparison with the approaches of parents. In the last chapter of the empirical part we provide a casuistic analysis of the educational environment of selected individuals.