

The aim of this work is to organize information relating to school climate, with an emphasis on classroom climate. The most important producers and consumers of climate are teachers and pupils, who participate in the creation of mutual interactions. These interactions can be seen in each category (such as communication, teaching methods and activities, participation of pupils, etc.), which cover the various components such as class climate. The climate in the classroom can not only perceive but also to measure. In this thesis dealing with the different ways of testing the climate - both qualitative and quantitative. Analyzing the strengths and weaknesses, pointing to the dangers of their use.

Research section presents two phases of research. The first is the quantitative measurement in a large sample of 7th elementary school classes and multi-grammar schools. The second phase to verify the use of several tools for measuring the climate in the classroom. Research is part of the discussion, which not only provides answers to research questions, but generally analyzes the detection of climate in the school classroom.