

Abstract Master's thesis "the climate of the school class" is divided into two parts – theoretical and empirical. Theoretical part deals with subject matter definition of school climate and subsequent analysis and characteristics of related areas. This is mainly an analysis of social class and school climate, mapping factors that contribute to the climate change. Conduction of the mechanisms involved in the formation of school climate closer to analysing in particular items of the actors, teachers and pupils. Furthermore, in this part of the work I explore the definition and description of approaches for investigating social climate with a brief analysis of the specific diagnostic methods. Part of the work is also a framework defining the results of current research activities of domestic and foreign research in the above mentioned area. Empirical part focuses on diagnosis of classrooms' climate at selected high schools in the region. Research is focused on mapping the climate changes with an emphasis on quantitative study through selected diagnostical methods. The aim of this part is to find out how the climate of the class differs at secondary technical schools and secondary vocational schools. Conclusion of the theoretical part is dedicated to the importance of the class climate, together with the potential use of knowledge about it and the modalities of its influence. Keywords: school climate, class climate, social interactions, teacher, pupil, class, adolescence