

Chapter IX

CLASSROOM ENVIRONMENT AS AN ESSENTIAL FACTOR IN THE DEVELOPMENT OF QUALITY OF PRIMARY SCHOOL TEACHING

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Abstract: Teaching is an educational process which sets aims and tasks. Education processes have several factors which can contribute to the success of education: teachers who are leading figures in classrooms and in the teaching process, students for whom the training is intended, curriculum content which is transmitted to students, and general conditions in the classes, including seat ranking and ambient factors, classroom equipment and so on. To be a successful teacher, despite these factors, teaching requires a favourable classroom's ambience. This research aims to determine the attitudes and opinions of elementary school teachers and high school teachers (N=357) towards the influence of the classroom's ambience during the teaching process. According to the survey results, participants believe that a positive or negative classroom atmosphere affects the quality of the teaching process, it affects the teacher and his or her quality of teaching, behaviour and mood, as well as the pupils and their responses, and it can influence the quality of their results. Furthermore, we can assume that elementary school teachers and high school teachers use different methods to improve the positive ambience in their classrooms, they respect other teachers' suggestions, and all of this helps to create a motivating atmosphere for pupils' progress.

Keywords: *classroom ambience, influence, students, teachers, teaching process*

Introduction

When we discuss teaching and learning today, many questions, problems and dilemmas arise. We are confronted with changes that are fast and large on a daily basis and it is understandable that problems of our time in terms

teaching and learning are very complex. Every period is accompanied by certain characteristics, particularities, requirements and needs, but also its problems. Among other things, this also refers to teaching and classroom atmosphere. As a “specific bipolar manageable process, in which the generational experience is transmitted and adopted” (Švajcer, 1987, 22), “teaching is a fundamental part of school work in which a planned and organised education of students is carried out according to the prescribed curriculum and syllabus” (Potkonjak & Šimleša, 1989, 88). While Bogнар & Matijević (2005) state that teaching is an educational process which is most systematically organised, Tomić and Osmić (2006, 7) try to offer a more complete and more comprehensive definition of teaching and say that teaching is “a unique educational process that takes place in a planned and systematic way under the guidance of a teacher with a relatively permanent group of students with the aim of (...) acquiring socially modified program contents in order to develop all student’s potentials to a maximum extent”.

Therefore, teaching represents an organised institutional and non-institutional interactive creative effort to adopt the prescribed content and acquire knowledge as well as to develop skills and habits in order to enable students – the subjects of education – for further permanent work with the intention of developing all their potentials and thus remain open for all contents and future progressive changes in itself and the society (environment) in which they are. (Tomić & Osmić, 2006; Stevanović, 1998). In doing so, there is a need to “see teaching as a balancing act” (Tot, 2010: 66).

When we observe the student and his/her functioning and behaviour in the classroom and how it affects the teacher and the transfer of knowledge in general, then the classroom atmosphere must be taken into account. This is because the classroom atmosphere has a great impact on the teacher as well as on the entire teaching process. It is understandable that there are students in each classroom who disrupt the discipline and hence the attention of the whole class and that the realisation of a lesson and the success of teaching depends on such students. It is therefore the most important role of a teacher to find ways to “teach” students how to behave in certain moments in order to create the desired conditions i.e. the appropriate classroom atmosphere.

The Influence of the Classroom Atmosphere on the Teaching Process

According to Bošnjak (1996), the classroom atmosphere includes the processes in the immediate environment or a class where, for understanding, it is important to recognize the overlapping of different forms of activities of the participants in classroom interaction. Furthermore, Bošnjak (1997) states that “a classroom atmosphere can include relationships between teachers and their

students or among students and the school atmosphere can include a teacher's relationships with other teachers, administrative staff and the school director". Domović (2003) sees the classroom atmosphere as classroom events that include teacher support, satisfaction, connectivity, competition, difficulties, research, and other. Furthermore, Domović points out that this term is associated with teachers and students, their behaviour and everything else that happens in a classroom. The classroom-teaching environment encompasses educational factors, the physical environment and the psychological atmosphere that are expressed through social contexts as well as numerous other components that are related to the teacher and his behaviour (Vlahek 2016, according to: Miller Cunningham 2011).

If we want to define the classroom atmosphere from a sociological point of view, then we can conclude that classroom atmosphere is the realization of a complex interaction at organization (class) and management (teacher) levels as well as at the level of interrelation between the participants of the educational process (students and teachers), (Jagić and Jurčić, 2006).

Kyriacou (1991, 100) states that Wragg and Wood (1984) compared experienced teachers with students, future teachers, and noted and concluded that experienced teachers were friendlier and kinder, more stimulating and professional, humorous and that, when communicating with students, they looked into their eyes, knew how to take up an attitude and rule by their authority. In that they used the mentioned features to create a working teaching atmosphere.

As teachers and students feel differently in different classrooms, the classroom atmosphere can therefore be defined "as a common teacher and student perception of the environment that is created by intertwining the immediate environmental factors – the physical, material, organisational, operational and social variables of the environment " (Vlahek 2016, 120, according to: Fraser and Picket 2010; Adelman and Taylor, in press). The classroom atmosphere or classroom climate that a teacher achieves during lessons has a strong impact on students' learning and motivation. Kyriacou (1991, 97) believes that the classroom atmosphere that best and most affects the student's work and learning is the one that is "described as purposeful, working, relaxed, cordial, motivating and arranged".

Students prefer a classroom-teaching atmosphere in which pleasure and openness prevail, an atmosphere full of confidence and mutual understanding at the student-teacher level as well as at the student-classmates level and in which there is no fear of failure and no negative competitive spirit. The sense of security is very important in that. A student feels secure if the teacher and his classmates appreciate his value (activity, friendship, cooperation, obedience, ...) and if the teacher empathizes with the student's experience and satisfaction with the teaching integration. (Jagić and Jurčić, 2006).

Matijević (1998, 23) points out that “the quality of the entire teaching atmosphere is certainly mostly affected by the main subjects of the teaching process – students and teachers”, where the teacher together with his/her students must work to create a positive atmosphere in the classroom. With their emotions and behaviour, effort and will, the teacher and students participate in creating a desirable climate for work and progress. Furthermore, Matijević states that (1998, 24) “in order to make the teaching atmosphere encouraging for various student activities and for it to be able to satisfy the diverse developmental needs of students, the teacher will try to change the pedagogical scenarios in which students of one class participate”. So, the teacher can devise various research projects, create class or school newsletters, carry out more field trips and excursions, create new didactic games and so on. In this way, the teacher will not only create a pleasant classroom-teaching atmosphere, but s/he will involve students and thus activate their knowledge, abilities and skills. To put it briefly: *they will connect business with pleasure* and get a lot of satisfaction for it. Hence, Božić (2015, 93) concludes that “the quality of the classroom atmosphere is, without doubt, mostly influenced by the main subjects of the teaching process – the students and the teachers.”

Purposeful and working atmosphere

“The ethos of purpose and work is mainly based on the way the teacher emphasizes the need for continuous improvement in learning” (Kyriacou, 1991, 97). To make teaching more purposeful and work-oriented, it requires a quick and efficient start, tracking students’ achievement and progress, organization to make everything function within the teaching process, and its factors satisfied and fulfilled. The teacher’s voice influences the purposeful and working atmosphere because his/her performance at the beginning of a lesson makes students know whether the topic being discussed is important or not. Also, a too early completion of the lesson has the same effect .

Furthermore, for purposefulness and diligence, Kyriacou (1991, 98) points out that they can be described as “business methods of organization”. He says that it “is characterized by students’ acceptance of the teacher’s authority as the organizer and leader of learning activities and by expectations of teachers and students that will try to do what they are told and make good progress”.

It is important for students to have high self-esteem and self-confidence, that they respect and accept themselves, and that they set themselves high expectations.

Relaxed, friendly, stimulating

Kyriacou (1991, 98) points out that “the meaning of being relaxed, friendly and stimulating is based mainly on the kind of relationship that you establish with your students”. It is important to emphasize the teacher’s calmness and steadiness which allows solving student’s disobedience and idleness, while helping students to relax and become interested in the teaching contents that are subject of the classroom work.

As for cordiality, Kyriacou (1991, 98) believes that “students have the feeling that the teacher particularly cares about them, partly because of the fondness for them as persons”. A student will feel the teacher’s cordiality in tone, movement or gesture. If a teacher cordially addresses the students and maintains such communication throughout the lesson, he can be sure that the students will respond in the same way because they understand and feel gentleness and tenderness.

Kyriacou (1991, 98) states that “to be stimulating means to help and encourage students to carry out their tasks they are required to and to solve problems they encounter in a situation where they need help instead of rebuking them”. In the encouragement, one has to be moderate, to provide help in a natural and logical manner, and to know when to retreat. If the teacher provides too much help and support to the students, they could abuse it by their inactivity, inattention and by over reliance on the teacher himself. The teacher should ask for encouraging feedback from students because, as Kyriacou points out, it could help them develop their learning ability.

Feedback information, where we encourage students to pay attention, fosters the development of a pleasant classroom atmosphere.

Order

In order to create a pleasant classroom atmosphere, we must establish order among students. As Kyriacou believes (1991, 99), order “must be based on complementing other elements which are necessary to establish the meaning of purposefulness, relaxation, cordiality, diligence and encouragement”. He further states that “order is based on the skills of an effective organization and structure of the lesson as well as on the relationship with students based on mutual respect and understanding”.

It should be noted that the classroom atmosphere – as Bošnjak (1997, 41) points out – is expressed through the remarks of the teacher and students and that the school atmosphere is measured by a teacher’s remarks.

The students’ observations are taken to measure and express the classroom atmosphere as it is considered that the students know each other well

in the classroom, each year more and more strongly. On the other hand, they are not relevant for measuring the school climate because they are not familiar with other aspects of the atmosphere at the school level.

Methodology

The aim and the method of the research

The aim of this research was to define the attitudes and opinions of students of primary classroom and subject education about the impact of the classroom atmosphere on the teaching process.

The method used for data collection and obtaining results was a questionnaire designed for this research which was posted on *Face book* social network and distributed in elementary schools. The survey questionnaire was intended for teachers of primary classroom education and for teachers of subject education.

The participation in completing the questionnaire was anonymous and voluntary and the research participants (respondents) could at any time give up expressing their opinion and reflection, i.e. stop filling in the questionnaire.

Measuring instrument

The survey questionnaire used in this research consisted of 13 variables, of which three variables were: *gender*, *years of work experience* and *I am a (classroom or subject education) teacher* independent. There were ten dependent variables.

Since the item scale included in the questionnaire was used in a research context for the first time, it was necessary to determine its basic metric characteristics. The results obtained are shown in Table 1.

Table 1: Factor loadings and Cronbach alfa reliability coefficient

	= .773
Statements	
The classroom atmosphere has a great impact on the quality of teaching performance.	.737
A favourable classroom atmosphere during lectures greatly contributes to a better and more successful adoption of program contents.	.735
With their positive emotions, teachers can create a pleasant and stimulating classroom atmosphere.	.745
The classroom atmosphere greatly influences the behaviour of students during lectures.	.717
The classroom atmosphere affects the teachers and his teaching.	.613
The classroom atmosphere affects my mood.	.721
The teaching process can be successful even without a good, positive classroom atmosphere.	.761
The teacher's authority affects the classroom atmosphere.	.738
An unfavourable classroom atmosphere affects attitudes and the fulfilment of students' obligations in class.	.745
Teachers find it hard to cope with an unfavourable classroom atmosphere.	.755

The reliability of the statement scale expressed by *Cronbach alfa coefficient* has shown that it meets the Nunnally and Bernstein's internal consistency criterion of .70. Namely, the obtained internal consistency coefficient is = .773. Only the item that referred to *The classroom atmosphere affects the teachers and his teaching* had significant factor loadings (.613).

The Likert type scale, adapted to the needs of this research, was used for dependent variables. In addition to each statement, a response scale of 1 to 5 was offered, with 1 being complete disagreement and 5 complete agreement, and the respondents could choose one of the five offered responses.

The sample

357 respondents participated in the study, of which 94.7% were female and only 5.3% of the respondents were male. This information is not surprising because the occupations in education tend to be female.

The majority of research participants, i.e. respondents, work in subject teaching: 67.5%, whereas there was 32.5% o work in classroom teaching.

Work experience of the research participants was as follows:

- the largest number of respondents are those *with 5 to 15 years*: 37.0%,
- they are followed by the group of respondents with *less than 5 years*: 23.8%,
- and 21.6% of respondents were in the group *from 15 to 25 years*.

15.1% of respondents were in the group *from 25 to 35 years* and those with *35 or more years of work experience* were in the minority, only 2.5%.

Results and Discussion

The analysis of data (obtained by this research) and *the results* (obtained from the processing of that data) *is directed towards the aim of this research*, to analyse the *experiences and reflections regarding some factors that influence the classroom atmosphere* for teachers who teach in the classroom or subject education system based on their attitudes and opinions.

The arithmetic means and standard deviations for each particular statement are shown in Table 2 *Classroom atmosphere and teaching*, separately for classroom teachers and for subject teachers.

It can be noticed that all arithmetic means are greater than 4 except for those with two items – the one relating to the statement *The teaching process can be successful even without a good, positive classroom atmosphere* with the arithmetic mean of 2.36 for classroom teachers and 2.54 for subject teachers; the other item with arithmetic means less than 4 is *Teachers find it hard to cope with an unfavourable classroom atmosphere* where, for classroom teachers, the arithmetic mean is 3.74 and for subject teachers 3.57.

Table 2: Classroom atmosphere and teaching

Statement	teacher	M	SD
The classroom atmosphere has a great impact on the quality of teaching performance.	RN	4.66	.510
	PN	4.66	.549
A favourable classroom atmosphere during lectures greatly contributes to a better and more successful adoption of program contents.	RN	4.74	.478
	PN	4.71	.505
With their positive emotions, teachers can create a pleasant and stimulating classroom atmosphere.	RN	4.55	.637
	PN	4.30	.755
The classroom atmosphere greatly influences the behaviour of students during lectures.	RN	4.52	.582
	PN	4.41	.660
The classroom atmosphere affects the teachers and his teaching.	RN	4.53	.678
	PN	4.56	.597
The classroom atmosphere affects my mood.	RN	4.53	.704
	PN	4.39	.752
The teaching process can be successful even without a good, positive classroom atmosphere.	RN	2.36	1.050
	PN	2.54	1.057
The teacher's authority affects the classroom atmosphere.	RN	4.14	.733
	PN	3.91	.812
An unfavourable classroom atmosphere affects attitudes and the fulfilment of students' obligations in class.	RN	4.11	.862
	PN	4.07	.779
Teachers find it hard to cope with an unfavourable classroom atmosphere.	RN	3.74	.896
	PN	3.57	.947

Legend: RN = classroom teaching; PN = subject teaching

Unlike Table 2, where arithmetic means and standard deviations are shown for classroom teachers and subject teachers separately, in Table 3 the *arithmetic means* and *standard deviations* for the *total* are shown. It can be noticed that the values of these arithmetic means are very high, that they have a tendency to fully agree with the set items except for the item *the teaching process can be successful even without a good, positive classroom atmosphere* of which the arithmetic mean is 2.48 and which also has the greatest dispersion of answers ($SD = 1.056$), as well as of two items of which the arithmetic means are also less than 4; it is the item *teachers find it hard to cope with an unfavourable classroom atmosphere* with the arithmetic mean of 3.62 and the item *the*

teacher's authority affects the classroom atmosphere with the arithmetic mean of 3.99. For these two items, the dispersions of answers are: SD = .933 for the first of the two and SD = .812 for the second.

The highest arithmetic mean is associated with the item *a favourable classroom atmosphere during lectures greatly contributes to a better and more successful adoption of program contents* and it is 4.72. The dispersion of answers with this item is the least and it is SD = .496.

Table 3: The arithmetic mean and standard deviation for total

Statement	M	SD
The classroom atmosphere has a great impact on the quality of teaching performance.	4.66	.536
A favourable classroom atmosphere during lectures greatly contributes to a better and more successful adoption of program contents.	4.72	.496
With their positive emotions, teachers can create a pleasant and stimulating classroom atmosphere.	4.38	.728
The classroom atmosphere greatly influences the behaviour of students during lectures.	4.45	.637
The classroom atmosphere affects the teacher and his/her teaching.	4.55	.623
The classroom atmosphere affects my mood.	4.44	.738
The teaching process can be successful even without a good, positive classroom atmosphere.	2.48	1.056
The teacher's authority affects the classroom atmosphere.	3.99	.812
An unfavourable classroom atmosphere affects attitudes and the fulfilment of students' obligations in class.	4.08	.806
Teachers find it hard to cope with an unfavourable classroom atmosphere.	3.62	.933

From the data presented in Table 3 and the above, it can be concluded that the majority of the research participants consider that the classroom atmosphere has a great influence on the teaching process. Namely, it is not the same when there is a favourable and serene atmosphere in a classroom or when the atmosphere is unfavourable and negative. The teaching depends on the teacher, the person leading and managing it, and students, the factors of the teaching process to whom the teaching is addressed. It is equally easy to conclude that

a favourable classroom atmosphere has a positive impact on teaching and an unfavourable atmosphere the opposite i.e. a negative impact on teaching. However it is, the atmosphere affects the entire teaching process (which includes teachers, students, and teaching contents).

For the item *A favourable classroom atmosphere during lectures greatly contributes to a better and more successful adoption of program contents* almost 97.8% of the research participants *completely agree* (88.8%) or *mostly agree* (9.0%). Only 2.2% of respondents did not express a specific opinion regarding this item (*I do not have a specific opinion*). For this item as well, none of the respondents opted for the option *I completely disagree* i. e. *I disagree*. Consequently, it follows from these responses that the vast majority of respondents still believe that a favourable and pleasant classroom atmosphere affects the better and more successful mastery of teaching subjects. None of the research participants (i.e. respondents) considered the opposite.

The next, third item given to the respondents to answer was *with their positive emotions, teachers can create a pleasant and stimulating classroom atmosphere*. None of the respondents answered *completely disagree* with the set item and only 0.9% of them *mostly disagreed* with this item. Regarding this item, 13.6% of respondents did not have a specific opinion. Almost 86% of respondents *mostly agreed* (34.7%) or *completely agreed* (50.8%) with the set item. From the above, it is possible to conclude that a large majority of respondents consider that teachers can create a pleasant classroom atmosphere for students with their positive emotions. The classroom atmosphere can change during one teaching day and does not always have to be under the influence of students and teaching contents. With their emotions, teachers and lecturers can create an atmosphere which will motivate students to work and thus feel better in the classroom.

The statement *the classroom atmosphere greatly influences the behaviour of students during lectures* was the fourth item given to research participants to express their opinion. None of the respondents chose the answer *I completely disagree* and only 0.3% chose the answer *I mostly disagree*. There were 7.3% of indecisive respondents i.e. those who chose the answer *I do not have a specific opinion*, and there were 37.5% of those who answered *I mostly agree* or 54.9% with the answer *I completely agree*. It should be noticed that only one respondent (0.3%) felt that classroom atmosphere does not affect the behaviour of students during lessons. The indecisive respondents have reasons why they could not choose the set item. However, the largest number of respondents consider that the classroom atmosphere affects the behaviour of students during lessons since the teaching i.e. classroom atmosphere is created by the teacher and students and the mutual relations and communications that they establish during lessons.

For the item *the classroom atmosphere affects the teacher and his/her teaching* only 0.3% of respondents *completely disagreed* and 4.1% of them could not opt in relation to set item i.e. they did express a specific opinion. 32.3% of the research participants *mostly agree* and there were 63.3% of those who *completely agreed* with the set item. There were no participants who completely disagreed with the item! It can be noticed that almost 96% of respondents think that the classroom atmosphere has a particular influence on the teacher and his teaching performance. The factors of the teaching process are the teacher, students, teaching contents (material) and objective conditions. All of these creates an atmosphere during lessons i.e. in the classroom, affecting some teachers less and some more.

The next, sixth item that the research participants were given to respond to was: *The classroom atmosphere affects my (the teacher's) mood*. 0.9% of 357 respondents *completely disagreed* with the set item and 0.3% of them *disagreed* with the statement. 9.1% of the research participants did not express a specific opinion. With the item *the classroom atmosphere affects my (the teacher's) mood*, almost 90% of the respondents agreed: *mostly agree* (34.1%) and *completely agree* (55.6%). However, they consider that the classroom atmosphere may have oscillations and thus it can change for better or for worse in a moment. It can be said that when the classroom atmosphere is good and pleasant, the teacher also feels good and has the will and desire to work; on the contrary, if the class atmosphere is bad and tense, this will affect the teacher's mood which will gradually weaken and eventually completely fade away.

The answers to the statement *The teaching process can be successful even without a good, positive classroom atmosphere* provided a variety of responses covering all five possible answers, from total negation to complete affirmation. The option *I completely disagree* was chosen by 20.2% of respondents, and 30.0% of them opted for the offered answer *I mostly disagree*. A great surprise is the number of respondents who were indecisive about this item i.e. who did not have a specific attitude, or those who on this item *have no specific opinion*; there were more than one third of such respondents, almost 36.6%. The offered answer *I mostly agree* was opted for by 10.4% of the respondents and 2.8% *completely agreed*. It should be pointed out that only a small number of respondents thought that the teaching process can be successful without a good and positive atmosphere. There were 50.2% of respondents in total who mostly or completely disagreed. Hence, it can be concluded that half of the research participants claim that teaching cannot be successful without a good atmosphere, which is, of course, understandable and comprehensible. We should mention the indecisive respondents, those who do not have a specific opinion on this item and these are in the majority.

One of the statements that was given to the research participants to respond to was the item *the teacher's authority affects the classroom atmosphere*.

A minimum of respondents, 0.6% of them, opted for the assessment *I completely disagree or. I mostly disagree*, for which 2.9% opted. Almost one fourth of the research participants, 24.1% of them, did not have a specific opinion on this item. The largest number of respondents chose the assessment *I mostly agree* (43.8%), whereas 28.6% opted for *I completely agree*.

When it comes to authority as a concept, then it should be considered whether it is authoritarian teaching style or authoritarian communication that the teacher establishes and maintains with the students. However, the characteristics of authority in teaching and communication are similar, almost the same: the teacher speaks with a sharp voice, gives orders and demands fulfilment of tasks, takes up the position of a leader and a chief in the classroom, and may be prone to punishment. Almost three thirds of respondents agreed that authority influences the classroom atmosphere; this implies that it affects students (their attention, concentration and behaviour), teaching contents which is being discussed during the lesson, and other factors of various kinds.

The penultimate item offered to the research participant to consider was: *An unfavourable classroom atmosphere affects attitudes and the fulfilment of students' obligations in class*. Only 0.9% of respondents chose the answer *I completely disagree* whereas 3.5% of them answered that they *mostly disagree* with the set statement. 15.1% of the research participants were indecisive regarding this statement i.e. did not have a specific opinion. Almost half of the respondents (49.2% of them) *mostly agree* with the set item and 31.3% of them opted for *I completely agree*. It can be noticed that more than three quarters of the research participants (more precisely 80.5% of them), thought that an unfavourable classroom atmosphere influences the students' attitudes and obligations fulfilment during lessons as well as their relation to lessons. If there is a bad atmosphere in the classroom, it is easy to understand that this will be reflected in students through behaviour and conduct during school hours, fulfilment of school obligations, and opinions and attitudes. Students quickly understand if there is an unfavourable and negative atmosphere in the classroom, and accordingly they change their behaviour and attitudes towards lessons to worse. If the classroom atmosphere is unfavourable and unacceptable, it quickly leads to dissatisfaction of students.

Finally, the last statement that was given to the research participant to decide was: *teachers find it hard to cope with an unfavourable classroom atmosphere*. 1.6% of the respondents *completely disagree* with the set item and 9.1% of them *mostly disagree* with the statement. More research participants, 37.5% of them, were indecisive regarding this statement i.e. did not have a specific opinion. Those who *mostly agreed* with the statement comprised 33.4% and 18.3% *completely agreed* with the statement. From the presented responses regarding the item *teachers find it hard to cope with an unfavourable classroom atmosphere*, it can be concluded that almost half of the research participants,

48.2% of them, have a negative attitude towards this item i.e. disagree with the set statement or are indecisive about it. It may be said that some teachers are not very concerned whether there is a favourable or unfavourable atmosphere in the classroom and, in spite of the bad atmosphere, they will carry out their work during lessons undeterred.

Conclusion

Teaching represents an organized process of acquiring and transferring knowledge for the purpose of education. Today, teaching can take place in a variety of ways, ranging from classical institutional to distance learning or so-called e-learning. Classical teaching and distance learning have common teaching process factors and they are: *the teacher*, the person presenting teaching contents to students, teaching and formatting them; students who are in this process for the purpose of acquiring new knowledge; and *teaching contents* which are transferred by the teacher and adopted by students. Where these two types of teaching differ are the objective teaching conditions as well as the atmosphere which is created.

It should be noted that the teaching process in the classroom creates an atmosphere that has a great impact on all the participants in it. This climate or, in other words, the *classroom atmosphere*, includes the interaction between the teacher and students, the student's behaviour and conduct during lessons, his/her attitude towards school subjects and their contents, and the general *social atmosphere* which is created within a class and among students. In this regard, some authors identify the classroom atmosphere with the term teaching atmosphere and state that the classroom-teaching atmosphere includes numerous components such as educational, psychic and physical component that are present in a class.

The classroom atmosphere is not same in all classes, which is confirmed by teachers in subject teaching who teach in more classes. Classroom teachers teach only one class and thus they can "shape" it to some extent to create a favourable and positive atmosphere.

The results obtained from the research conducted clearly show some facts:

- the classroom atmosphere greatly influences the quality and the implementation of the teaching process as well as the teacher, his/her teaching, and mood;
- the classroom atmosphere influences students, their behaviour during lessons, and fulfilment of school obligations.

In that, teaching cannot and will not be successful if there is an unfavourable classroom atmosphere because the atmosphere significantly depends on the teacher and students.

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