US-China Education Review B 6 (2012) 602-613
Earlier title: US-China Education Review, ISSN 1548-6613

Good Schooling as the Outcome of the Interaction Between Children and Teachers in Greek Primary School

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Pedagogic and educational circles nowadays consider the school environment, related to its quality, to be the soul and essence of school, which is conducive to students and teachers feeling endless love for their school. Schools usually pursue emotional and social results positively affecting cognitive outcomes. The objective of this research is to promote the quality of education and improve the educational mission based on the views of the people involved: teachers and students of primary education, who also comprise the samples for research. Mostly, the framework which the objectives of the study in question is related to, is: (1) The accentuation of the importance of teacher-student interaction during the learning process; (2) Spotting those factors which shape a positive attitude within the Greek primary school: to what extent, do these factors shape and are shaped by teacher-student interaction? What are primary school teachers' thoughts regarding the broader school culture of the Greek school? How do Greek public school students feel about their school?; and (3) The impression of Greek primary schools' reality regarding the impact of school environment on students and teachers. The methodology consists of review of international bibliography and field research. The research group expects to improve the quality of the educational work offered through the ability of upgrading the school classroom environment, pursuing the achievement of greater sensitization, so much from the part of the state, as well as the people immediately involved in the educational procedure regarding the importance of teacher-student interaction. Future findings of this research are expected to put teachers' viewpoints in the forefront, along with their students, about the Greek public school and comprise proof of the significance of the voice of people immediately involved in education, whose opinion should be seriously taken into consideration during the planning and operation of educational organizations.

Keywords: school environment, quality of education, teachers'-students' voices

Introduction

The school's climate, which is inextricably related to its quality, helps the affected individuals, teachers and students, feels personal value, dignity, importance and the sense they belong to something beyond

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themselves. Schools usually promote social and emotional learning, which is connected to the school and the classroom climate and positively affect cognitive outcomes. Therefore, cognitive (academic), emotional and social learning are concepts indissolubly connected and comprise aspects of vital importance for the overall development of children of school age. Academic learning takes place within the school environment, where emotional and social experiences create the framework for this kind of learning. This means that an emotional and socially sensitive atmosphere, one of tenderness and support, of solidarity, intimacy and cooperation is able to promote overall learning and satisfactorily develop the effectiveness of the Greek public school.

School effectiveness research is distinguished from the wider educational effectiveness field by its focus on schools and attempts to specify how school and classroom processes influence students' educational outcomes (Sammons, Thomas, & Mortimore, 1997). Undoubtedly, the correlation between school and classroom factors and student achievement is very complex. Definition of "climate"—school climate and classroom climate—is complex, as well. Gilmer (1966) defined "climate", as an organizational characteristic, "those characteristics that distinguish the organization from other organizations and that influence the behaviour of people in the organizations" (p. 57), while Hoy and Miskel (1996) described school climate as "a relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in schools" (p. 141). According to Haynes, Emmons, and Comer (1994), school climate is "the quality and consistency of interpersonal interactions within the school community that influence children's cognitive, social and psychological development" (p. 322). At school, teachers cultivate children's interpersonal skills, discover and refine their values. As such, schools must provide a safe environment for optimal outcomes in terms of: (1) academics; (2) character development; and (3) emotional intelligence (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995).

Babalis (2009) defined school climate as the atmosphere which characterizes either the school or the classroom, and has an important impact towards people who are involved in, while Hoy, Tatar, and Kottkamp (1991) identified school climate as an important concept positively related to school effectiveness. It is clear that good schooling is directly connected to school effectiveness. School improvement (Reynolds, Teddlie, Hopkins, & Stringfield, 2000) is the key concept that drives to school effectiveness. Reeves (2006) pointed out that school systems need to be improved. In the present study, it is outlined that school improvement begins with cultural change, which takes teachers' and students' voices, views of people who are directly involved in educative procedures into account. Sheridan and Pramling (2001) strongly believed in the right of children to express their views in all matters that concern to them and influence both their own learning process as well as the overall environment:

> The opportunity for children to influence their own situation and to express their thoughts and views are not only a right of the child, but also a necessity for the development of democratic principles and for their learning process. (p. 169)

A review of the literature on school climate reveals many interesting connections between the social microcosm of the school or the classroom and its students' personal and intellectual growth. A report by Arter (1987) identified 42surveys of the school climate. And since 1987, more surveys have been developed (Bernardo, 1997; Bobbett & French, 1991; Haynes et al., 1994). Moreover, relationships between teachers and students and between teachers' perspective and behavior, as climate factors related to educational effectiveness, have been studied by Creemers (1994).

School climate has also been committed to improving student behavior and academic achievement (Lehr & Christenson, 2002), student learning (Hoy & Sabo, 1998), school motivation (Goodenow & Grady, 1993), students' failure (Comer, 1993), student behavior and delinquency (Pink, 1982) and absenteeism (Reid, 1983). A preponderance of research suggests that a positive, supportive school climate has been deemed appropriate in improving educational quality and creating safe schools. Thus, teachers and students believe that positive relation between them is one of the most important criteria in characterizing a school climate as positive (Freiberg, 2005; Wubbels & Levy, 1993). Specifically, there is much evidence that relationships between teachers and students affect students' behavior even after their graduation (Pederson, Fauchter, & Eaton, 1978). According to Haynes, Emmons, and Ben-Avie (1997), there are fifteen key components of a healthy, supportive school climate: achievement motivation, collaborative decision making, equity and fairness, general school climate, order and discipline, parental involvement, school-community relations, staff dedication to student learning, staff expectations, leadership, school building, sharing of resources, caring and sensitivity, student interpersonal relations, and student-teacher relations.

Creemers and Reezigt (2005) discussing school and classroom climate from the perspective of an educational effectiveness, gave climate factors of their own place in a model for educational effectiveness, while Reynolds and Teddlie (2000) pointed out that: (1) "There are important differences between effective and ineffective schools in the nature of their classroom practices and teacher behaviors" (p. 154); and (2) "In successful schools, the teachers are involved in curriculum planning and played a major role in developing their own curriculum guidelines" (p. 140). Thus, according to Burden (1995) and Creemers and Reezigt (2005), classroom climate refers to this specific atmosphere in which teachers and students interact, and it is a synthesis of voices, values, feelings, and is also in correlation with students' learning, creativity and self-esteem. The authors need more inquiries and more theories, as well. Inquiry is needed, due to the fact that they can have tangible proof of the situation in schools.

The present project comprises an original research effort for the Greek scenario, the findings of which will make educational planning more complete, so that in the future, the contributing factor of the school climate is taken seriously into consideration regarding teacher-student interaction during the learning process. Additionally, the possibility for positive connection of the school climate and the class with school success and great learning results, such as the promotion of learning abilities, skills and attitudes, will improve the effectiveness of the Greek educational system and contribute to its qualitative upgrading. Additionally, the research focuses on the relationship of both teachers' side and students' side, contemplating the child's success and the forming of abilities on their behalf: attitudes and skills through the prism of the child's relationship with the teacher.

Method

Participants

A sample of 613 students (326 boys, 53.2%; 287 girls, 46.8%) volunteered to participate in this study. They represented two different classes (Grade five of elementary school and Grade six of elementary school). The students ranged in age from 10 to 16 years old (M = 11.78, SD = 0.78). Two hundred and ninety five students were in Grade 5 of elementary school and 318 students were in Grade 6 ere native and 77 (11.4%) were foreigners. A sample of 33 teachers (9 males and 25 females) participated in this study. They have been teaching for five to 32years (M = 17.91, SD = 7.78).

Instrumentation

The CLM **(classroom life measure).** In this study, the Greek version of the CLM was used. The original CLM is a 90-item self-report scale developed by D. W. Johnson and R. T. Johnson (1983) to assess the life in students' classroom experienced during their lessons. Babalis, Galanaki, and Stavrou (2007) and Babalis, Stavrou, and Nikolopoulos (2008), in a series of two studies, using exploratory factor analytic procedures, provided acceptable factor structure for the Greek version of the CLM. In addition, the Greek version of the CLM indicated acceptable internal consistency and content validity (Babalis et al., 2008). The CLM contains 17 factors. For the purposes of the present study, 10 out of the 17 factors were used. Students' responses are given on a five-point Likert type scale with anchors from "Completely false" (1) to "Completely true" (5). The classroom life is proposed to consist of different characteristics (D. W. Johnson & R. T. Johnson, 1983; D. W. Johnson, R. T. Johnson, & Anderson, 1983). These characteristics typify the factors, or sub-scales, of the CLM (D. W. Johnson & R. T. Johnson, 1983; 1993), which assess the following qualities: (1) teacher academic support; (2) teacher personal support; (3) student academic support; (4) student personal support; (5) cooperation; (6) cohesion; (7) extrinsic motivation-social support; (8) academic self-esteem; (9) individualistic learning; and (10) competitive learning.

Teacher academic support consists of four items and refers to students' belief that the teacher cares if and how much students learn, and that he/she intends to help students learn. Teacher personal support contains four items and refers to the student's belief that the teacher cares about and likes students. Student academic support consists of four items and refers to students' belief that other students care about how much one learns and wish to help one learn. Student personal support consists of five items and pertains to students' belief that other students care about and like one as a person.

Cooperation (seven items) refers to class cooperation and the level to which students like each other, and is characterized by a positive attitude for working cooperatively during their class work. On the other hand, cohesion (five items) refers to students' opinion that students are characterized by a positive attitude to the other students in their class, as well as the other students have the same opinion for him/her. Academic self-esteem consists of five items and refers to students' belief that he/she is a good student. Extrinsic motivation-social support contains five items and indicates whether a student is doing his/her schoolwork in order to please the teacher, parents, and classmates or not. Eleven items of CLM consist individualistic learning, which refers to students' opinion that each student has to learn on his/her own. Finally, competitive learning which consists of eight items refers to students' behaviours, including those students who like to work competitively.

Checklist for the assessment of the quality of classroom and school climate. The checklist for the assessment of the quality of classroom and school climate consists of four dimensions (Creemers & Reezigt, 2005). The first dimension refers to the school plan for effectiveness; the second dimension refers to physical environment; the third refers to teacher behaviour and the last one refers to school's system. For the purposes of the present study, two dimensions will be examined: (1) school plan for effectiveness; and (2) teacher behaviour. The sub-dimensions of the school plan for effectiveness are: (1) cognitive student outcomes; and (2) affective student outcomes. On the other hand, the sub-dimensions of teacher behaviour were the followings: (1) relaxed classroom climate; (2) interest and feedback; (3) discipline; and (4) self-discovered learning.

Demographics. A questionnaire was developed to obtain demographic information, such as students' gender, class and age.

Procedure of Data Collection

The students were recruited from various Greek schools by contacting the teachers, visiting their schools. They were informed of the purpose of the study, the assessment and the procedure of data collection. The students were asked to voluntarily participate in and they completed a consent form, being informed of the confidentiality of the data. The students completed the CLM sub-scales and the demographic information questionnaire in their classroom, during their lesson. The duration of questionnaire completion was about 60 minutes. The teachers completed checklist for the assessment of the quality of classroom and school climate. The teachers who participated in the research were in charge of the students who participated in the study. All the necessary instructions were given to the students and teachers during the completion of the questionnaire. The total duration of data collection was three months.

Statistical Analyses

Statistical analysis of the data was divided into two phases. The first phase consisted of preliminary data analysis in order to satisfy the assumptions of the main analysis which comprised the second phase. In order to satisfy the assumptions for conducting multivariate and univariate analysis, data screening (univariate distribution, multivariate distribution, Mahalanobis distance values, Levene's test, $F_{\max}$ ratio values and Box's *M* test) was performed prior to the main data analysis (Tabachnick & Fidell, 2006). Also, Cronbach's *a* coefficient was used to examine the internal reliabilities of the CLM sub-scales.

In the second phase, univariate and multivariate statistical analysis were conducted to address the main purposes of the present study. In order to examine whether students differed significantly in the CLM sub-scales during competition, MANOVA (multivariate analysis of variance) was conducted. Follow-up univariate ANOVAs (analysis of variances) were performed on the sub-scales in which there were significant MANOVA effects (Scheffe test). In addition, Bonferroni adjustment was applied to the control for the inflation of Type I error (Tabachnick & Fidell, 2006). Gender differences were also examined. To examine the relationships among the variables, Pearson *r* correlation analysis was used. To test the internal consistency, the Cronbach's *a* coefficient for each factor was examined. For an acceptable internal consistency, the Cronbach's *a* (Cronbach, 1951) coefficient should exceed 0.70 (Tabachnick & Fidell, 2006).

Results

Data Screening

Initially, the data were examined for missing values and mistakes in their entry. No missing value or mistake in data entry was obtained. In the following, univariate and multivariate distribution analysis were performed prior to data analysis (Tabachnick & Fidell, 2006). Skewness and kurtosis indicated low values of the examined variables of CLM sub-scales (skewness_{range} = -1.845 to 0.753, kurtosis_{range} = -2.533 to 1.923). Examination of Mahalanobis distance values indicated no multivariate outlier ($p < 0.001$) among the independent variables. The equality of covariance matrices was acceptable at the univariate level (Levene's test, $F_{\max}$ ratio values). However, the homogeneity of variance-covariance was violated at the multivariate level (Box's *M* test). Therefore, Pillai's trace was chosen as the appropriate multivariate test statistic due to its robustness over test violations (Tabachnick & Fidell, 2006).

Reliability Analysis

The internal consistency indices are provided in Table 1. The Cronbach's alphas of the CLM factors ranged from 0.53 to 0.84. The sub-scales indicated acceptable internal consistency. Regarding checklist for the assessment of the quality of classroom and school climate dimensions, the reliability indices ranged from 0.57 to 0.76, providing acceptable internal consistency (see Table 2). However, some sub-scales showed a reliability or alpha value less than the recommended 0.70 (Nunnally, 1978). Given the small number of items forming the factors, the internal validity can be marginally accepted (Hair, Anderson, Tatham, & Black, 1998; Nunnally & Bernstein, 1994).

Table 1

Internal Consistency (Cronbach a) Indices of CLM Sub-scales

CLM sub-scales	Cronbach α
Teacher academic support	0.77
Teacher personal support	0.74
Student academic support	0.68
Student personal support	0.48
Cohesion	0.53
Cooperation	0.82
Extrinsic motivation-social support	0.75
Academic self-esteem	0.64
Individualistic learning	0.60
Competitive learning	0.84

Table 2

Internal Consistency (Cronbach α) Indices of Checklist for the Assessment of the Quality of Classroom and School Climate Dimensions

Checklist for the assessment of the quality of classroom and school climate	*Cronbach α*
Cognitive student outcome	0.76
Affective student outcome	0.62
Relaxed classroom climate	0.67
Interest-positive feedback	0.69
Discipline	0.57
Self-discovered learning	0.75

Gender Differences

The CLM sub-scales were examined for gender differences. Significant differences (Wilks' Lambda = 0.938, $F_{1, 611} = 3.121$, $p < 0.001$, $\eta_p^2 = 0.062$) were found between boys and girls in CLM. Post hoc tests (Bonferroni adjustment) indicated significant differences only on the teacher personal support factor ($F_{1, 611} = 11.754$, $p < 0.001$). However, the ES (effect size) was low for teacher personal support (0.25) (Cohen, 1988), indicating that the differences between boys and girls were sample dependent.

Correlational Analysis

Significant inter-correlations were found among the CLM sub-scales (see Table 3). The factors of CLM sub-scales indicated low to medium value inter-correlations, ranging from 0.10 to 0.61, except for the factors

academic self-esteem, individualistic learning and competitive learning. Academic self-esteem revealed low correlations in most of the factors CLM sub-scales, whereas individualistic and competitive learning indicated null to low correlations with the rest CLM sub-scales, some of which were negative (see Table 3).

Table 3

Inter-correlations (Pearson r) Among CLM Sub-scales

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.	Teacher academic support	1.00	0.59***	0.29***	0.32***	0.41***	0.22***	0.31***	0.28***	0.02	0.02
2.	Teacher personal support		1.00	0.24***	0.34***	0.37***	0.17***	0.33***	0.18***	0.05	0.02
3.	Student academic support			1.00	0.61***	0.47***	0.22***	0.40***	0.17***	-0.04	0.05
4.	Student personal support				1.00	0.55***	0.10*	0.59***	0.30***	-0.09	-0.06
5.	Cooperation					1.00	0.19***	0.52***	0.24***	-0.26***	-0.16***
6.	Extrinsic motivation-social support						1.00	0.18***	-0.03	0.26***	0.29***
7.	Cohesion							1.00	0.17***	-0.04	-0.03
8.	Academic self-esteem								1.00	-0.07	-0.01
9.	Individualistic learning									1.00	0.44***
10.	Competitive learning										1.00

Notes. * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Positive correlations have also been revealed also revealed among school plans for effectiveness (cognitive student outcome and affective student outcome) and CLM sub-scales (see Table 4.). Specifically, cooperation cohesion, extrinsic motivation-social support showed medium positive correlations with the cognitive student outcome and the affective student outcome, whereas the rest CLM factors revealed lower positive correlation with the two sub-dimensions of the school plan for effectiveness at the checklist for the assessment of the quality of classroom and school climate.

Positive correlations have also been revealed among school plans for effectiveness (cognitive student outcome and affective student outcome) and CLM sub-scales (see Table 5). Specifically, discipline showed null to low correlations with CLM factors, whereas the rest checklist for the assessment of the quality of classroom and school climate dimensions revealed medium to low correlations with school climate.

Table 4

Correlations Between CLM factors and Checklist for the Assessment of the Quality of Classroom and School Climate Dimensions

	School plan for effectiveness	
Teacher academic support	0.38*	0.32*
Teacher personal support	0.33*	0.31*
Student academic support	0.38*	0.32*
Student personal support	0.37*	0.22*
Cooperation	0.48*	0.48*
Cohesion	0.41*	0.44*
Extrinsic motivation-social support	0.45*	0.40*
Academic self-esteem	0.33*	0.44*
Individualistic learning	0.34*	0.32*
Competitive learning	0.42*	0.36*

Note. * $p < 0.05$.

Table 5

Correlations Between CLM factors and Checklist for the Assessment of the Quality of Classroom and School Climate Dimensions

	Teacher behavior			
	Relaxed classroom climate	Interest-positive feedback	Discipline	Self-discovered learning
Teacher academic support	0.39*	0.30*	-0.35*	0.41*
Teacher personal support	0.36*	0.36*	-0.36*	0.32*
Student academic support	0.33*	0.35*	0.27*	0.22*
Student personal support	0.29*	0.24*	0.27*	0.22*
Cooperation	0.33*	0.30*	0.08	0.36*
Cohesion	0.35*	0.31*	0.11	0.46*
Extrinsic motivation -social support	0.35*	0.35*	0.06	0.34*
Academic self-esteem	0.30*	0.31*	-0.04	0.33*
Individualistic learning	0.33*	0.31*	-0.06	0.30*
Competitive learning	0.34*	0.35*	0.25*	0.46*

Note. * $p < 0.05$.

Table 6

Inter-correlations Among Checklist for the Assessment of the Quality of Classroom and School Climate dimensions

	Checklist for the assessment of the quality of classroom and school climate						
		1.	2.	3.	4.	5.	6.
1.	Affective student outcome	1.00	0.42***	-0.05	-0.05	0.23***	0.11*
2.	Cognitive student outcome		1.00	0.08	0.07	-0.14***	0.02
3.	Relaxed class-room climate			1.00	0.67***	-0.09	0.80
4.	Interest-positive feedback				1.00	-0.01	0.49***
5.	Discipline					1.00	-0.03
6.	Self-discovered learning						1.00

Notes. * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Positive correlations revealed among checklists for the assessment of the quality of classroom and school climate dimensions (see Table 6). Specifically, positive correlation has been revealed between affective and cognitive student outcome, relaxed classroom climate and interest-positive feedback and among self-discovered learning with relaxed classroom climate and interest-positive feedback.

Discussion and Conclusions

The results of the research showed the existence of statistically significant correlations among the factors of CLM, showing that the school climate comprises a multidimensional concept. Especially, highly positive correlation appeared between the factors teacher academic support and teacher personal support showing that students who feel that they are receiving academic support from their teacher and classmate, at the same time feel that they are receiving personal support from their teacher and classmates. This element shows that students identify to a significant point with their teachers' as well as their classmates' personal and academic supports. On the other hand, the correlations between the factors teacher personal support and teacher academic

support with the factors student personal support and student academic support show that when the teacher provides the student with support, this also leads to students providing support, either personal or school support to their classmates. Lehr and Christenson (2002), also, through their research which focused on the positive school climate that can help improve student behaviour and academic achievement.

Important positive correlations also appeared between the factors of cohesion with the factors of school and personal support of the student. In other words, students who feel that there are much support from their classmates, especially personal support, at the same time also feel that there is cohesion within the class. Also, students who appreciate cooperation in the school class feel at the same time that there are both personal as well as academic supports from their classmates, which means that they either appreciate that the support contributes to the cooperation among students, or that the cooperation presupposes support among students of the class.

At the same time, the high correlation of cooperation and cohesion shows that in order to achieve cooperative learning or for students to appreciate that there is cooperation within the class, and this calls for school activities and in a wider respect for the school atmosphere to be discerned by cohesion or more general functional and effective relations among students. In other words, for the cultivation and development of cooperative school climate, the sense of cohesion is what contributes to this, which students' feelings discern their school class.

On the other hand, the factor of alienation presented negative correlations with the factors of the questionnaire CLM. The results show that when a student does not feel that he is efficiently supported by the teacher and classmates, or feels that there is no cooperation and cohesion within the class, this may lead to a feeling of alienation. In other words, while the supportive, cooperative school climate is related to the cohesion among the students in the class, the presence of co-operation and cohesion do not directly contribute to the development of student academic self-esteem.

Consequently, the bigger the support the student feels is, the higher school self respect he will experience. On the other hand, the factors individualistic learning and competitive learning did not present high correlations with the other factors of CLM. Nevertheless, the existence of both school and personal support from the teacher as well as extrinsic motivation-social support can contribute to the constraint of the student's estimate, regarding the existence of personal and/or competitive learning in the class they study.

The correlations between CLM factors and checklist for the assessment of the quality of classroom and school climate dimensions supported the existence of statistically significant correlations. Especially, the results showed that when students feel that they are within a cooperative educational framework, which is characterized by cohesion but of extrinsic motivation-social support as well, this contributed to the development of higher rates in the cognitive student outcome and affective student outcome factors. Hoy and Sabo (1998) indicated, through their study, that school climate is correlated positively with student learning, as well.

Also, the development of high rates in cognitive and affective student outcome contributes the teacher's as well as the classmates' behaviours. Besides, Rutter, Maughan, Mortimore, and Ouston (1979) pointed out that teacher behaviour towards students can influence positively students' cognitive and affective outcomes. Especially, it seems that academic as well as personal support of the teacher and the student contributes to greater school plan for effectiveness. It also appears from the correlation results that high academic self-esteem contributed to the development of higher affective student outcome, which is noted that the effectiveness of the

school environment that focuses on the students' emotions contributes to the enhancement of the student's school self esteem. Finally, it is noteworthy that individual and competitive learning presented the lowest correlations with the cognitive student outcome and affective student outcome, proving that they do not relate to direct, explicit, and to a big degree with the cognitive and affective results of the school syllabus.

The correlations between CLM factors and teacher behavior of the checklist for the assessment of the quality of classroom and school climate dimensions supported the existence of statistically significant correlations. Especially, the results proved that the discipline factor presented the lowest correlations with the school environment factors.

This element notes that the likely observance of discipline and order within the school climate does not contribute to shaping a positive school climate. Especially, it seems that when the teacher pursues discipline within the school climate to a very great extent, this drives the students to feel lower academic as well as personal support from their teacher. On the other hand, when the teacher pursues to keep discipline, this drives the students to seek school as well as personal support from their classmate. The positive correlations which appeared among the school environment factors (apart from the individual and competitive learning factors) show the immediate and explicit relationship between the teacher's behavior and the school climate the way this is being experienced by the students.

The non-existence of significant differentiations regarding the correlation rates notes that the teacher's as well as the school climate the way it is perceived by the student comprises a multi-dimensional concept from both sides.

Consequently, the creation of an effective and pleasant school climate, according to the students, shows that a multifactor behavior is expected of the educator, which will include elements of expressing interest regarding his/her students' performance and offering of positive feedback. Simultaneously, the semblance of a positive school environment was associated with a pleasant, serene and relaxing school atmosphere, as well as with the provision on the educators' behalf to provide students with the discovery of knowledge through the educational procedure and formation of suitable educational opportunities.

The results of the correlation analysis between the checklist for the assessment of the quality of classroom and school climate dimensions showed the existence of significant correlations. Especially, the achievement of affective student outcome was associated to a great extent with the development of cognitive student outcome. A high correlation between relaxed classroom climate and interest-positive feedback also appeared, showing that educators deem that these two particular concepts are up to a big point associated, where a serene educational environment can be combined with the providing of positive feedback to students.

Finally, self-discovered learning seems to relate and even be influenced by the existence of a serene educational environment, where students have the opportunity to try and develop new objects and skills, while self-discovered learning seems to relate to the providing of positive feedback and the teacher's display of intense care to the student.

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