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THE SOCIAL CLIMATE OF THE CLASSROOM IN THE CONTEXT OF THE DIAGNOSIS OF THE NEEDS OF STUDENTS IN THE FIELD OF SCHOOL PREVENTION*

Introduction: The article presents the results of a diagnostic study covering the needs of fourth-class students at Kraków primary schools in the field of school prevention. Conducting preventive activities in schools and educational institutions is a statutory obligation, and the conditions impacting such activities lie in many areas, such as the adopted concept of prevention, school procedures, legal conditions, and the local system of prevention, and in the existing social climate in the school classroom. The study of the strengths and weaknesses of the social climate of the class is an important element of the diagnosis of the class, which is a necessary condition, defined by law, for the design, implementation, and evaluation of the educational-preventive program of the school and educational institution.

Research Aim: The purpose of the study was to diagnose the social climate of the classroom directed at formulating guidelines and recommendations for conducting an educational and preventive program in the school classroom.

Method: The research method was analysis of the products of the subjects with the help of the “draw-write” diagnostic technique developed by Woynarowska and Woynarowska-Soldan.

Results: The results of the research include the strengths and weaknesses of the social climate most often indicated by students allowing us to identify the priority problems of the

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class, which can be risk factors for risky behaviour, and help us to design adequate preventive measures.

Conclusions: Findings from the survey indicate that the strengths of the social climate of the classroom indicated by students are elements of the classroom/school environment, most often material objects, well associated by students with classroom games, spending time together and having fun, while less often students indicated relationships with classmates and teachers. Among weaknesses, students most often cited negatively assessed student behaviour during breaks and in class. The priority problem in all the classes surveyed was aggressive behaviour by students, in verbal and physical forms, resulting from low communication skills and ignorance of the rules of group behaviour and cooperation.

Keywords: prevention, prevention needs, social climate of the classroom, diagnosis, students.

INTRODUCTION

The social climate of a school classroom is an element of the social climate of a school or educational institution. It is defined in many ways (Woynarowska-Sołdan, 2007; Okulicz-Kozaryn, 2013; Ostaszewski, 2012a), but the definitions always emphasise its original quality and the individuality of each school class. The social climate of the classroom is also identified with the educational atmosphere of the educational environment (Moss, 1975; Skuza and Pierścińska-Maruszewska, 2014). The social climate of the school classroom, and more broadly of the entire school or institution, consists primarily of social relations between students and teachers and among students themselves. The positive social climate of the classroom is itself a factor that protects students from risky behaviours (Nastazjak, 2021; Brolin Låftman et al., 2020; United Nations Office on Drugs and Crime and the World Health Organization, 2018), and a negative social climate and its characteristics may be risk factors for students to engage in risky behaviours. A negative social climate is manifested primarily in the aggressive behaviour of students (Surzykiewicz, 2000).

Among the numerous pedagogical studies of the social climate of the school classroom or school, stand-outs include studies describing the correlations between the climate and school culture and the problem behaviours of students (Okulicz-Kozaryn, 2013). Canadian studies cited by Okulicz-Kozaryn show that “a positive school culture and climate are not only associated with reducing the use of psychoactive substances, but also reduce the tendency of students to seek out thrills, reduce the prevalence of violence and bad behaviour at school, and ameliorate learning failures” (2013, p. 85).

The analysis of the social climate of the classroom can also be one of the elements of a diagnosis of the school carried out in order to design and implement an educational and preventive program for the school and educational institution. According to Gaś, “the construction of a school prevention program should

begin with the identification of the initial conditions, which are important both for its design and implementation – and, consequently, for its effectiveness” (Gaś, 2004, p. 17). These conditions lie in the following areas: the social climate of the school, the functioning concept of prevention, the rules and procedures in force at the school, and the preventive infrastructure in the local community where the school is located (Gaś, 2004). Conducting an educational and preventive programme in schools and educational institutions is an obligation under the act (Ustawa..., 2016), which states that these institutions implement an educational and preventive programme that includes: 1) content and activities of an educational nature addressed to students and 2) content and activities of a preventive nature addressed to students, teachers and parents. This programme is based on the results of an annual diagnosis of the developmental needs of students in the school environment, including protective and risk factors, with particular attention to the risks associated with the use of psychotropic substances, substitutes for such substances, and new psychoactive substances. The law makes the head teacher of the school or institution or an authorised employee of the school or institution responsible for carrying out this diagnosis (Ustawa..., 2016). Diagnosis of the social climate of the school class is an important element of the diagnosis of the school climate, which can be a risk factor or a protective factor for the occurrence of risky behaviour.

Educational, informational and preventive actions should be based on scientific grounds or proven effectiveness and be aimed at preventing the emergence of risky behaviours related to the use of narcotics, psychotropic substances, substitutes for such substances, or new psychoactive substances by students and pupils (Rozporządzenie..., 2015). Although the cited regulation concerns educational, informational and preventive activities in the field of prevention of addiction, it can be invoked in the prevention of other risky behaviours of students or behavioural disorders (Kusztal, 2021). In addition, the conduct of such activities is in line with the quality standards of prevention programmes (The European Monitoring Centre for Drugs and Drug Addiction, 2011).

PROBLEM AND THE AIM OF RESEARCH

The main research problem is expressed in the question: What are the characteristics of the social climate of the school class in the context of diagnosing the needs of fourth-class students in the field of prevention? In contrast, the problems of detailed diagnostic studies are as follows: What are the strengths of the social climate of the class? What are the weaknesses and social climate of the class? What are the priority problems that need to be solved through implemented preventive and educational measures in the school classroom?

The subject of the study are the opinions of the students of the fourth classes, expressed in the form of drawings and accompanying written statements, concerning the social climate of the class which they attend.

The research aim of the studies described in the article is to diagnose the needs of students of the fourth classes of primary schools in terms of their coverage in the school prevention programme. This diagnosis is based on knowledge of the social climate of the school class and interviews with educators and specialists working with these classes. The diagnosis of strengths and weaknesses, in turn, is aimed at learning about the priority problems of the class, which require solutions through educational and preventive activities.

The practical purpose of the research is to formulate recommendations and indications for conducting an educational and preventive programme in the fourth classes of primary schools appropriate to the needs and expectations of the recipients of the programme.

METHOD AND CHARACTERISTICS OF THE SAMPLE

The research method used to diagnose prevention needs is the method of analysing the products of the subjects using the “draw and write” technique (Wojnarowska and Wojnarowska-Sołdan, 2019). This technique allows students to express their feelings, observations and ideas related to the school class. Through its application, teachers can learn how students interpret the world around them and their experiences, including those related to school. The information obtained with this technique “can be used to diagnose the social climate of the classroom, plan and evaluate health education classes, and can also serve as a basis for planning educational work, individual assistance to students, cooperation with parents, etc.” (Wojnarowska and Wojnarowska-Sołdan, 2019, p. 69). With this technique, it is possible to diagnose the social climate of the classroom through categories such as: the most important favourable elements of the social climate (what students like – strengths, the most important unfavourable elements of the social climate what students do not like – weaknesses) and identify problems (priority and others) to solve in the classroom.

This technique is projective in nature and as such should not be used as the only one in the diagnosis of class climate. The planned diagnostic studies for the design and implementation of the educational and preventive programme also include studies conducted through an interview with a fourth-class teacher and a school specialist caring for a given fourth-class. Interviews were conducted during the recruitment of Kraków schools for the educational and preventive programme. Their analysis and research results are not presented in this article. Research with the use of the “draw and write” technique was carried out in the first quarter of 2022.

The research was conducted by teachers of 8 fourth classes in 6 primary schools in Kraków which joined the educational and preventive programme KOTWICA (the name of the programme is drawn from the name of the of the institution organising it and means “anchor” in Polish), offered by the SPPPKOT specialised psychological and pedagogical Kraków therapy centre in Kraków. A full set of diagnostic sheets was provided only from 6 classes, so in the end, 6 fourth classes took part in the studies.

SPPPKOT is a specialised institution that, in addition to performing basic activities specific to all counselling centres, performs in a much expanded form the tasks arising from its specialisation, which is the protection of the mental health of children, adolescents, and families. These tasks are carried out by conducting activities in the field of prevention and psychotherapy. In SPPPKOT, in addition to three therapeutic teams (child and parent therapy team, youth therapy team, family therapy team), there is an educational prevention team working with parents and teachers on a short-term basis, both in the form of individual support (educational consultations for parents, supervision and emotional support for teachers) and in group forms (workshops, training, support groups). The team also deals with the diagnosis, both individual and school classes.

One of the programmes implemented by SPPPKOT is the educational and preventive programme KOTWICA, which was created in the educational prevention team after the diagnosis of the state of Kraków education and the sense of safety of students in Kraków schools carried out by SPPPKOT in cooperation with specialists of Jagiellonian University (Borkowska-Żebrowska et al., 2020). The diagnosis covering all types of Kraków schools was of a general nature, and conducting a targeted school prevention programme requires a detailed diagnosis for the indicated group of recipients of the programme. Hence the need to conduct research in each of the primary schools joining the KOTWICA programme.

Teachers and specialists from Kraków primary schools were recruited to participate in the KOTWICA programme. The programme was to be implemented by teachers of class 4 and teachers and psychologists cooperating with them at school. Teams consisting of a maximum of two educators and a specialist psychologist or educator were eligible to participate in the training. In the end, 6 teams were recruited, with one team to carry out a preventive programme in three fourth classes in one elementary school. Applicants to the programme were invited for consultations and were interviewed in a structured way. A prerequisite for the implementation of the programme was the diagnosis of the needs of the school class in the scope of a targeted educational and preventive programme, i.e. the KOTWICA programme, tailored to the needs and expectations of fourth-class students who were the addressees of preventive measures. Diagnostic tests were planned in the pre-test–post-test formula. However, the measurement carried out before the implementation of the educational and preventive programme was not repeated due

to the lack of such an opportunity on the part of the educators. Thus, the results of the research were interpreted only as a one-time diagnosis of the social climate of the school class.

DATA ANALYSIS PROCEDURE

The collected data were coded appropriately for the assumptions of the qualitative research methodology, and numbers were randomly assigned to individual fourth classes of primary schools. The studied classes were not equal in number of students, SP1 – 14 students, SP4 – 18 students, SP5 – 21 students, SP6 – 22 students, SP3 – 18 students, and SP2 – 24 students, that is, 117 students participated in the research. For this reason, aggregate quantitative data should be treated with great caution, since the number of indications at SP2 or SP6 significantly distorts the picture of positively perceived elements of the social climate. It is important to accept that the diagnosis of the social climate concerns one particular class, and only in relation to it can analysis and interpretation be made, since each class is a separate educational environment for the student. The classes were also gender diverse, with both boys and girls in all classes. After encoding the students' creations, the data was developed using a qualitative data analysis programme.

RESULTS AND DISCUSSION OF THE RESULTS

Social climate strengths of the class

Aggregated data including written statements of 117 students of six fourth classes allow us to describe the categories most frequently mentioned by students defined as strengths, that is, what can be considered the most beneficial elements of the social climate (what students like) in the studied classes. The following table shows the most frequently indicated statements of students in subcategories describing elements of the social climate of the class. Climate indicators in the tools are defined as: teacher–student relations, student–student relations, student behaviour (during lessons and during breaks), school subjects and activities, school trips and excursions, and other subcategories distinguished. The remaining codes/sub-codes were assigned during the analysis process.

The most frequently indicated elements of the school climate, which are also its strengths, were elements of the classroom/school environment, most often material objects, indicated much more often than, for example, teachers and other classmates. The climate element comprising which is objects and activities in the school was also the most extensive in the statements of all students, which allowed us to mark more codes within this element, such as: an important thing

(material object), fun and games, extracurricular activities, values important in the life of the class or a subject/lesson, indicated in one of the classes as often as material things.

Table 1.

The number of indications in the category of strengths of the school climate for all studied classes

		SP6	SP5	SP4	SP3	SP2	SP1
Teacher-student relationship	Teacher behaviour	–	1	–	2	1	2
	Favourite teacher	3	12	4	3	7	2
Relations between students	Characteristics and behaviour of classmates	3	3	2	3	3	2
	Joint activities	2	5	6	6	3	1
	Group of friends and classmates – close friend/best friend	5	14	7	5	9	1
Student behaviour	Behaviour during lessons	–	–	1	2	1	2
	Behaviour during breaks	–	–	–	–	1	–
Subjects and activities at school	An important object in class life	4	16	1	3	17	1
	Extracurricular activities	4	14	5	1	5	3
	Fun/games	–	2	2	–	–	2
	An important value in school	2	3	–	1	3	–
	Tasks at school	–	–	–	2	5	1
	Favourite subject	5	10	6	–	16	2
School trips and excursions	School trips with a teacher	–	–	1	–	–	1
	Excursions/school trips with the class	1	1	2	–	2	1

Source: Authors' own study.

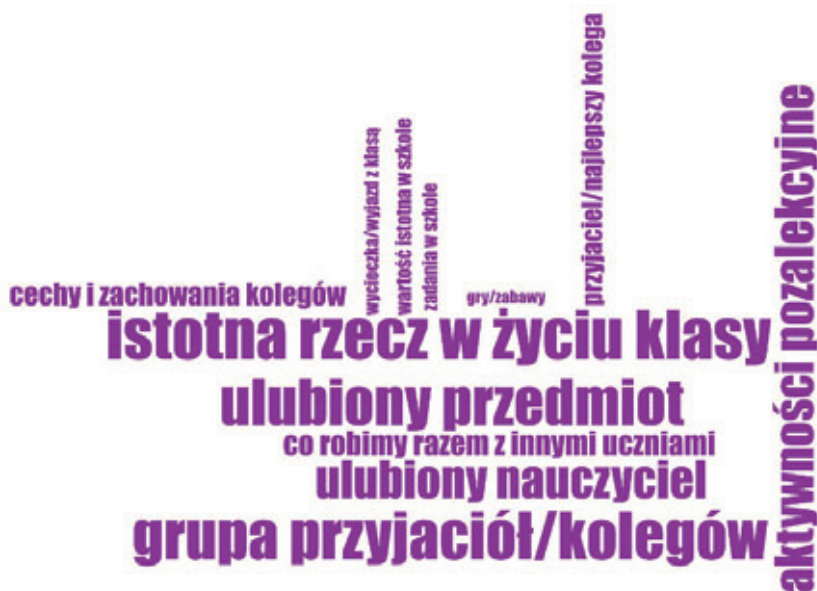
Two elements which are indicators of the social climate of the class, that is, friends and classmates and favourite teacher, were indicated almost as often as the favourite fun and games of students. Perhaps such an abundance of indications is due to the fact that it is easier for children in the fourth class to draw some fa-

avourite object than a human figure or to describe abstractly “relationships”, both positive and negative.

Thus, the most important positive elements of the social climate in the studied classes can be considered material subjects in classes marked as SP5 and SP2 and favourite subject (classes) among other school activities. Similarly, students often pointed to a group of friends–classmates and a favourite teacher, bearing in mind that the classes had a diverse number of students. The following graphic shows the most strongly indicated positive elements of the social climate of the class designated as SP1.

Figure 1.

The most strongly identified positive elements of the social climate in the fourth class at SP1



Source: Authors' own study.

Note: Horizontal from top: traits and behaviours of colleagues, fun and games, important thing in the life of the class, favourite subject, what we do with other students, favourite teacher, group of friends/classmates. Vertically from left: school trips and excursions, important value in school, tasks in school, best/closest friend, extracurricular activities.

The most strongly identified positive elements of the social climate in the fourth class at SP2 are shown in Figure 2:

Figure 2.

The most strongly identified positive elements of the social climate in the fourth class at SP2



Source: Authors' own study.

Note: Horizontal from top: tasks in school, important value in school, school trips and excursions, fun and games, important thing in the life of the class, traits and behaviours of classmates, favourite teacher, extracurricular activities. Vertically from left: group of friends/classmates, best/closest friend, favourite subject, what we do with other students.

In the fourth class at SP3, students indicated:

Figure 3.

The most strongly identified positive elements of the social climate in the fourth class at SP3



Source: Authors' own study.

Note: Horizontal from top: tasks in school, favourite teacher, important value in school, important thing in the life of the class, what we do with other students, favourite subject, group of friends/classmates. Vertically from left: traits and behaviours of classmates, extracurricular activities, school trips and excursions, fun and games, best/closest friend.

On the other hand, in the fourth class at SP4, the strongest element of the positive school climate was:

Figure 4.

The most strongly indicated positive elements of the social climate in the fourth class at SP4



Source: Authors' own study.

Note: Horizontal from top: best/closest friend, school trips and excursions, important thing in the life of the class, tasks in school, favourite teacher, group of friends/classmates. Vertically from left: favourite subject, important value in school, traits and behaviours of classmates, fun and games, favourite subject, what we do with other students, extracurricular activities.

Fourth classes at SP 5 and SP 6 also indicated as the most important positive elements in their classes an important thing (material object) in the life of the class:

Figure 5.

The most strongly indicated positive elements of the social climate in the fourth class at SP4



Source: Authors' own study.

Note: Horizontal from top: traits and behaviours of classmates, important value in school, fun and games, important thing in the life of the class, what we do with other students, group of friends/

classmates, extracurricular activities. Vertically from left: favourite subject, tasks in school, best/closest friend, school trips and excursions, favourite teacher.

and almost as often to a group of friends and classmates:

Figure 6.

The most strongly indicated positive elements of the social climate in the fourth class at SP5



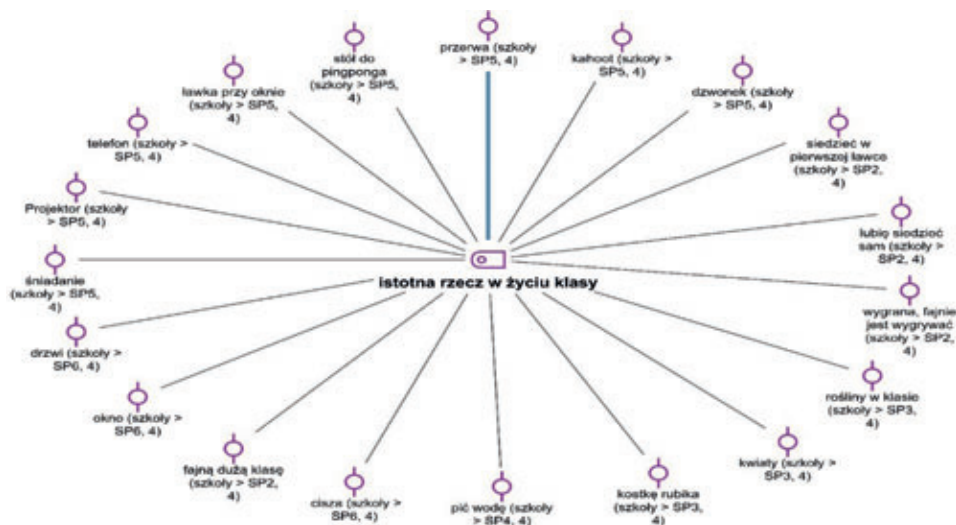
Source: Authors' own study.

Note: Horizontal from top: traits and behaviours of classmates, important value in school, fun and games, important thing in the life of the class, what we do with other students, group of friends/classmates, extracurricular activities. Vertically from left: favourite subject, tasks in school, best/closest friend, school trips and excursions, favourite teacher.

Analysis of students' statements obtained with the help of the "draw and write" method indicates that under the category "an important thing in the life of the class", students of fourth classes at SP2 and SP5 indicated the following material objects: a bell, a blackboard, flowers and plants, a place in the classroom, a seat in the first row of desks, a multimedia projector, but also a window (because they could observe squirrels through it), a Rubik's cube, a ping-pong table, a clock, the door (because they could go out through it), as well as the school shop, the butterfly stroke swimming style, and the Kahoot teaching tool. These are permanent elements of the material environment in the school, it can be assumed that in some way they evoke positive associations among students, they represent the school as a friendly and familiar place for students, perhaps they are also an element that builds a sense of security in the classroom/school.

Figure 7.

The most significant identified “important thing in the life of the class”



Source: Authors' own study.

Note: From 12 o'clock clockwise: breaks (schools > SP5, 4) and similarly further: Kahoot, bell, sitting in the first row, I like to sit alone, winning, it's fun to win, plants in the classroom, flowers, Rubik's cube, drinking water, silence, fun, big class, window, door, breakfast, projector, telephone, desk near the window, ping-pong table.

Among the favourite school subjects, students listed the following most often: Polish language, Mathematics, English, and classes with the class tutor. Under the category “favourite group of friends-classmates”, students listed from the name or surnames of the person in the class who they considered to be their best or closest friend.

Fourth-class students are still quite young children, on the threshold of the second educational stage, who, for developmental reasons, often use concrete representations of their inner and outer world, hence the “abstract” categories are not often indicated in studies of the social climate of the class. In the interpretation, it can be assumed that as particularly positive, and at the same time understood and perceived as safe, students identify those elements that constitute the educational environment of a young person, on the threshold of completing early childhood education and entering the stage of specific subject education. This educational stage is especially important in the development of the child, and its understanding is a key context for interpreting the statements of students about well-liked or disliked elements of the social climate of the class.

WEAKNESSES OF THE SOCIAL CLIMATE OF THE CLASS

The aggregate data, which includes written statements of 117 students in six classes, allows us to describe the most frequently mentioned categories which students defined as weaknesses, that is, those which can be considered the most important unfavourable elements of the social climate (what students do not like) in the studied classes. Table 3 shows the most frequently indicated statements of students in subcategories describing elements of the social climate of the class. Climate indicators in the tool are defined as: teacher–student relationships, student relationships, student behaviour, school subjects and activities, school trips and excursions (and other categories).

Table 3.

The number of indications in the category of weaknesses of the school climate for all studied classes

		SP6	SP5	SP4	SP3	SP2	SP1
Teacher–student relationship	Disliked teacher	1	8	–	–	10	1
	Inappropriate behaviour of a teacher	–	1	1	–	1	5
Relations between students	Being isolated	1	–	–	5	–	–
	Disliked classmate	4	1	–	5	2	5
	Physical aggression of a student	–	–	1	–	1	1
	Verbal aggression of a student	–	2	1	3	9	7
Student behaviour	Negatively assessed student behaviour	5	8	2	13	10	1
	Yelling/noise	4	9	3	2	–	–
	Isolating another student	–	–	–	–	2	–
	Aggression between other students	2	–	2	1	2	2
Subjects and activities at school	Disliked elements of the lesson	2	12	10	–	7	2
	Disliked things	2	11	3	–	9	1
	Burdensome school duties	1	2	3	–	8	1
	Disliked subject	1	2	4	–	17	2
School trips and excursions	Negative events during school trips	–	–	–	–	–	–

Source: Authors' own study.

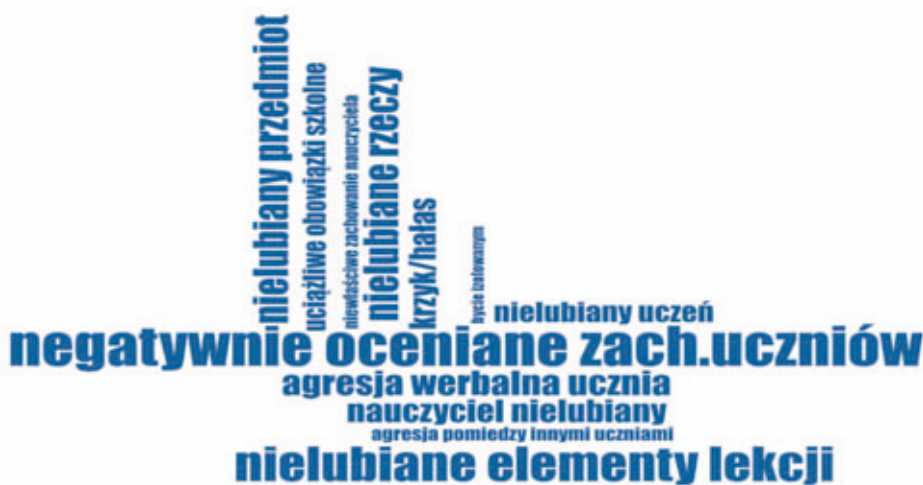
In view of the above-mentioned differences in the number of students in the fourth classes studied, collective analyses of those elements of the social climate that can be identified as weaknesses should be approached with caution.

In view of the already-mentioned diverse number of students in the individual classes examined, the importance of pointing to a particularly disliked subject among school activities and negatively assessed student behaviour should be interpreted with caution. In particular, these two elements as well as quite often indicated disliked elements of lessons and material things in school can be a field for interpretation towards determination of risk factors in the studied classes.

A comparison of the most important weaknesses of the social climate in the studied fourth classes of primary schools allows us to conclude that the indications do not differ much from one class to another, and the dominant element remains the negatively assessed behaviour of students during breaks and during lessons. Thus, in the fourth class at SP1, the most often negatively assessed behaviour of students and especially disliked elements of the lesson, such as being questioned the teacher, were indicated.

Figure 8.

The strongest negative elements of the social climate in the fourth class at SP1



Source: Authors' own study.

Note: Horizontal from top: disliked classmate, negatively assessed behaviours of students, verbal aggression by a student, disliked teacher, aggression between students, disliked elements of lessons. Vertically from left: disliked subject, burdensome school duties, inappropriate behaviour of teacher, disliked things, yelling/noise, being isolated.

In the studied fourth class coded as SP2, the most frequently indicated elements of the social climate assessed as weaknesses are, in addition to those listed in relation to SP1, also disliked things and an especially disliked subject (classes):

In the fourth class at SP4, students indicated almost the same as in previous classes:

Figure 11.

The most strongly indicated negative elements of the social climate in the fourth class at SP4



Source: Authors' own study.

Note: Horizontal from top: inappropriate behaviour of the teacher, yelling/noise, negatively assessed behaviours of students, disliked subject, disliked teacher, burdensome school duties. Vertically from left: disliked elements of lessons, disliked things, verbal aggression by a student, being isolated, disliked classmate, aggression between students.

Similarly, in fourth class at SP5, the most commonly identified negative element of the social climate of the class were the same elements identified as weaknesses in the remaining fourth classes, but dominated by an indication of negatively assessed student behaviour.

Figure 12.

The most strongly indicated negative elements of the social climate in the fourth class at SP5



Source: Authors' own study.

Note: Horizontal from top: yelling/noise, negatively assessed, behaviours of students, being isolated, disliked things, inappropriate behaviour of the teacher, disliked elements of lessons. Vertically from left: aggression between students, aggression between students, disliked classmate, verbal aggression by a student, disliked subject, disliked teacher, burdensome school duties.

The behaviour of other students was also indicated as a particularly negative element of the social climate of the class in the fourth class at SP6:

Figure 13.

The most strongly indicated negative elements of the social climate in the fourth class at SP6



Source: Authors' own study.

Note: Horizontal from top: disliked things, yelling/noise, negatively assessed behaviours of students, inappropriate behaviour of the teacher, burdensome school duties, disliked teacher; Vertically from left: disliked elements of lessons, disliked classmate, disliked subject, aggression between students, verbal aggression by a student, being isolated.

In the category of “negatively assessed behaviour of students”, the studied representatives of the fourth classes of primary schools pointed to the descriptions of behaviours which are depicted by the following word cloud:

personal relationships. It is worth emphasising that the children studied do not generalise, but rather, appropriately for their developmental stage, they describe specific situations, often indicating behaviours attributed to a particular person. Children used descriptive categories, so often when encoding entire phrases, the words “when” or “if” appear, due to the fact that these words are used to describe behaviour.

Neutral behaviours which were especially disliked, or even perceived negatively, are where the student is “off the podium” when others are “on the podium”, which makes it possible to identify the respondent as a student of a sports school.

An example of a description of negatively assessed behaviour, but described abstractly in isolation from the person, is the respondent’s drastic claim: “I don’t like annoying Nazi behaviour”. Children generally rate unfriendly behaviours as negative, such as refuse to lend school supplies, taking offense, saying “nasty things”, interrupting others, interfering with learning during class (e.g. throwing bits of papers at others), etc. Students negatively assess any aggressive behaviours, such as arguing, shouting at others, using “dirty words”, fighting, name-calling, and threats of beatings. Aggressive behaviour is mentioned in the statements of students often or very often. Negatively assessed behaviour of students are often attributed to specific classmates, hence the names of children such as Maciek, Kuba, etc. appear in the word cloud, as do the terms “boys”, “girls”, “classmates”. Children do not like situations where classmates are “angry”, regardless of the reason for this anger.

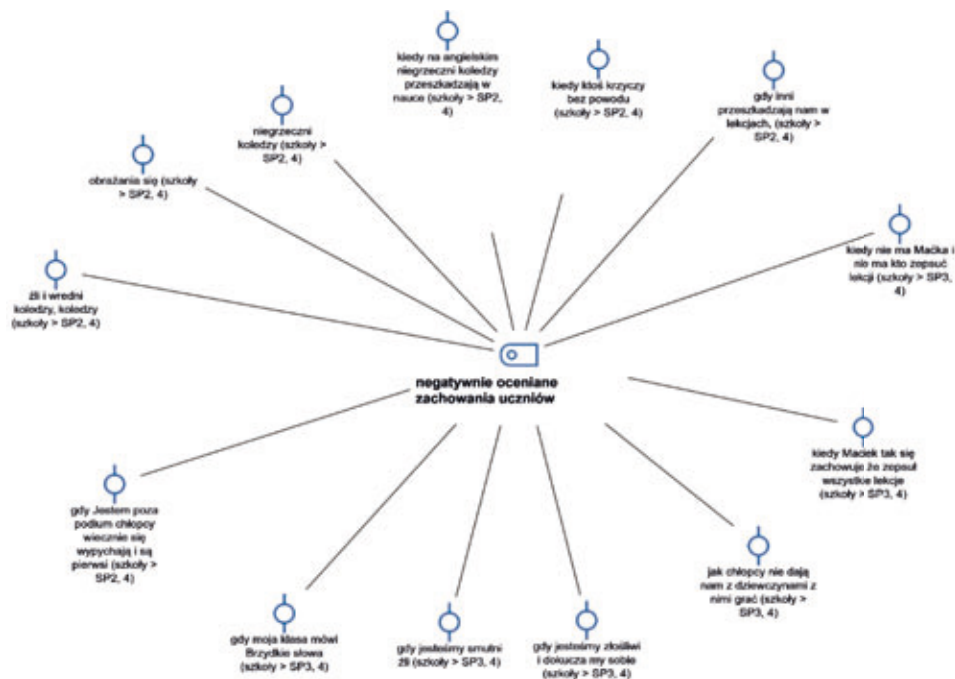
In addition to negatively assessing the behaviour of other students as weaknesses in the school climate, the students surveyed also point to disliked subjects (classes), disliked elements of the lessons, and burdensome school duties.

The statements of the surveyed children describe the lack of basic school infrastructure (e.g. toilets), unfavourable organisation of lessons and breaks (a short break after classes at the pool, which prevents students from eating lunch, because they spend a lot of time in the locker room and toilet after swimming), or heavy school backpacks. It is rare for students to point to the specific person of the teacher, although sometimes they combine a disliked subject with the teacher of this subject.

In the first years of school education, the person of the teacher is of key importance, since it is their attitude that affects the student’s attitude to the subject taught by a liked/disliked teacher. The children said they did not like basic science lessons because they did not like the teacher of the science classes, etc. The following graphic indicates selected sample statements of the surveyed children in the fourth class:

Figure 15.

Sample statements of surveyed students classified as negatively assessed behaviours of students constituting part of the weaknesses of the social climate of the class



Source: Authors' own study.

Note: From 12 o'clock clockwise: when somebody yells without a reason, when others interfere with the lessons, when Maciek isn't there so there's nobody to spoil the lesson, when Maciek behaves in a way that spoils all the lessons, when the boys don't let us girls play with them, when we're in a bad mood and tease each other, when we're sad or angry, when my classmates say dirty words, when I'm not on the podium and the boys are always pushing and shoving and are first, angry and nasty classmates, getting offended, naughty classmates, when naughty classmates spoil our English lesson.

CONCLUSIONS FROM THE ANALYSIS OF THE STRENGTHS AND WEAKNESSES OF THE SOCIAL CLIMATE OF THE CLASS AND PRIORITY PROBLEMS TO SOLVE IN THE FOURTH CLASSES STUDIED

Analysis of the strengths and weaknesses of the social climate in the surveyed six fourth classes of primary school makes it possible to identify urgent problems in the life of each of the classes. This also allows us to point out the most frequently

identified problems in a global perspective, taking into account the statements of all addressees of the educational and preventive programme.

Definitely the problem of all studied classes is the aggressive behaviour of students presented at school, both verbal and physical aggression, especially quarrels, fights, screams, insults, but also manifestations of passive aggression, such as insults, slander, etc. These are students' relational problems, which can result from students' inability to communicate and also ignorance of the rules of behaviour and cooperation in a group. These principles and skills can be shaped at any age, especially during the developmental period of school education, and they are the basis of pro-social behaviour and aimed at cooperation and proper socialisation in the peer group and in broader social relations. An appropriate way to prevent the escalation of communication problems and aggressive behaviour (both verbal and physical) are intensive educational and preventive interventions, such as the preventional and educational KOTWICA programme.

The identified needs in the field of school prevention correspond to the expectations of the teachers-implementers of the programme in relation to the programme itself, which they were expected to implement in their schools after training. These expectations were presented during individual interviews. Their analysis and conclusions were not included in the article.

The educational-preventive programme is highly appropriate for the needs of the addressees (identified problems in the studied classes), which are definitely associated with manifestations of aggressive behaviour (in various forms) and deficits in communication and social skills identified in the classes.

The strengths and weaknesses of the social climate of the class, as well as the priority problems to be solved in the classes, as inferred from them, seem to be the basis for identifying the most important risk factors and protective factors occurring in the studied classes. Diagnosis of risk factors and protective factors is a necessary element of the design and implementation of the educational and preventive programme of the school and educational institution.

RESEARCH LIMITATIONS AND RECOMMENDATIONS FOR PREVENTIVE PRACTICE

The article presents the results of studies conducted only on one of the groups of recipients of the educational and preventive programme. A full diagnosis should include all recipients, including teachers and parents. It is proposed to supplement the diagnosis with the results of studies of all groups of addressees of preventive measures.

In the assumptions, diagnostic tests were to be part of the evaluation of the process and result of the educational and preventive KOTWICA programme in all

fourth class included in the programme. Evaluation of the result requires tests in the pre-test–post-test formula; however, for organisational reasons, in the fourth classes studied, educators did not conduct tests in the post-test formula after the end of the programme. Therefore, the authors of the programme, together with the team supporting the evaluation process, decided to treat the results of the studies using the “draw and write” technique as only a preliminary diagnosis carried out before the start of the programme. It is therefore proposed to carry out the diagnosis in the pre-test–post-test formula during the next edition of the KOTWICA programme in Kraków primary schools.

The collected results include only 117 students, although at least 150-person research group in the test and 150 people in the repeated measurement were planned in the evaluation process. In the next edition of the programme, a larger number of recipients should be diagnosed in order to optimise the evaluation process.

The described studies are only of a piecemeal nature, they represent only a part of the evaluation process of the educational and preventive programme, but the identified risk factors and protective factors in the school classroom in the context of studying the social climate of the class using the “draw and write” technique are a necessary element for conducting preventive interventions in school and educational institutions.

Educational and preventive programmes in the schools studied should take into account the specifics of the classes (the programme of the school or institution should be able to specify the planned activities appropriately for the preventive needs of students of a particular class), since only targeted preventive actions have a chance to effectively initiate the expected changes in the behaviour of students and their attitudes towards each other and towards the school.

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KLIMAT SPOŁECZNY KLASY W KONTEKŚCIE DIAGNOZY POTRZEB UCZNIÓW W ZAKRESIE PROFILAKTYKI SZKOLNEJ

Wprowadzenie: Artykuł prezentuje wyniki badań diagnostycznych obejmujących potrzeby uczniów klas czwartych krakowskich szkół podstawowych w zakresie profilaktyki szkolnej. Prowadzenie w szkołach i placówkach oświatowych działań profilaktycznych jest obowiązkiem ustawowym, a ich uwarunkowania obejmują przyjętą koncepcję profilaktyki, procedury szkolne, uwarunkowania prawne i lokalny system profilaktyki, a także istniejący w klasie szkolnej klimat społeczny. Badanie mocnych i słabych stron klimatu społecznego klasy jest istotnym elementem diagnozy klasy, stanowiącej niezbędny, określony prawem warunek zaprojektowania, realizacji i ewaluacji programu wychowawczo-profilaktycznego szkoły i placówki oświatowej.

Cel badań: Celem badań była diagnoza klimatu społecznego klasy nakierowana na sformułowanie wytycznych i zaleceń do prowadzenia programu wychowawczo-profilaktycznego w klasie szkolnej.

Metoda badań: Metodą badawczą była analiza wytworów osób badanych przy wykorzystaniu techniki diagnostycznej „Narysuj i Napisz” B. Woynarowskiej i M. Woynarowskiej-Soldan.

Wyniki: Wyniki badań obejmują najczęściej wskazywane przez uczniów mocne i słabe strony klimatu społecznego, co pozwala na identyfikację priorytetowych problemów klasy, które mogą stanowić czynniki ryzyka wystąpienia zachowań ryzykownych i czynników chroniących, co pozwala na zaprojektowanie adekwatnych działań profilaktycznych.

Wnioski: Wnioski z badań wskazują, że mocne strony klimatu społecznego klasy identyfikowane i wskazywane przez uczniów to elementy środowiska klasy/szkoły, najczęściej przedmioty materialne, dobrze kojarzące się uczniom z zabawami w klasie, spędzaniem czasu i zabawą, natomiast rzadziej uczniowie wskazywali na relacje z kolegami i nauczycielami. Wśród słabych stron uczniowie najczęściej wymieniali negatywnie oceniane zachowania uczniów podczas przerw i podczas lekcji. Priorytetowym problemem we wszystkich badanych klasach były zachowania agresywne uczniów, w formach werbalnych i fizycznych, wynikające z niskich umiejętności komunikacyjnych i nieznajomości zasad zachowania i współpracy w grupie.

Słowa kluczowe: profilaktyka, potrzeby w zakresie profilaktyki, klimat społeczny klasy, diagnoza, uczniowie.