

# REPUBLIC OF AZERBAIJAN

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## ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

### **The role of the psychological climate within the school in the formation of adolescent personality**

Speciality: 6107.01- General psychology  
Field of science: Psychology

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## GENERAL CONTENT OF THE WORK

**Relevance and level of study of the subject.** Education is one of the most important components of society. The social, economic, moral strength and future of every nation depends on its education. Speaking about the important role of education in the life of society, our national leader Heydar Aliyev said: *“If every state wants to ensure the development of its country, to bring the science and culture of its nation to world standards, it must, above all, pay attention to education, strive for the development of education, create all opportunities for education”*.

In recent years, important steps have been taken to develop education in the country. “The State Strategy for the Development of Education in the Republic of Azerbaijan” noted: “The development of education in the country creates the basis for improving the welfare of the population, as well as building a higher level of individual life”. The strategy further states that *“The knowledge and skills acquired in the educational process, as well as ethical and moral norms and values create the necessary conditions for each student to become a worthy member of society, turning them into an exemplary colleague, exemplary family member and citizen through knowledge and ethical behavior”*.<sup>1</sup>

The issues of personality formation have always been the focus of attention of many researchers and have become the object of their research. The formation of the student's personality, the choice of the right direction in this regard, and the application of the right methods of bringing up have always puzzled scientists and researchers.

In addition to studying at school, the student is formed as a person, under the influence of this environment, as well as the psychological climate prevailing in this environment, begins to accumulate new features. That is why the school and the psycho-

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<sup>1</sup> The state strategy on the development of education in the Republic of Azerbaijan Teacher of Azerbaijan -2013, October 25,p 6

logical climate that prevails here play an important role in the formation of personality.

It is important to develop psychologically healthy, strong personalities to solve any problem that occurs in the society. However, we see some gaps and shortcomings in this field. From this point of view, the main duty of general education institutions is to develop the moral potential of the young generation in a positive direction and to improve the training process taking into account the psychological regularities of personality development. According to progressive educational approaches, students' emotional state, mental health, and age characteristics should be focused on and special work should be done in that direction.

The psychological climate in the school is crucial for the effective organization of upbringing and educational work at any level. The degree to which the psychological climate in the school is favorable or unfavorable depends largely on the level of interpersonal relationships. The psychological climate in the school affects each student differently depending on their individual psychological characteristics and is expressed in the appropriate response.

Taking all this into account, we considered it expedient to choose the topic “The role of the psychological climate within the school in the formation of adolescent personality” as the object of research.

It is clear from the analysis of research conducted to study the role of the psychological climate within the school in the formation of adolescent personality that the topic has been studied by both foreign and Azerbaijani researchers such as A.S.Makarenko, V.A.Sukhomlinsky, K.Lewin, R.S.Nemov, P.P.Blonski, L.U.Ushansky, A.V.Filippova, V.T.Kondrashenko, N.P.Anikeeva, Sh.A.Amonashvili, T.V.Miller, M.Shafii, S.L.Shafii, A.A.Rean and B.R.Mandel emphasize the role of the psychological climate within the school in the formation of student personality and emphasizing the special role of management in this matter, show that an experienced leader can achieve the formation of a favorable psychological climate.

A number of researchers have chosen to comment on the nature of the psychological climate of the collective and the various groups: V.M.Shepel, I.V.Dubrovina, E.I.Rogov, A.N.Lutoshkin, N.P.Anikeeva and others believed that a favorable psychological climate is the main indicator of a group or team. B.D.Parigin, A.V.Petrovsky analyzed the features of socio-psychological factors in the formation of the psychological climate, worked out ways and methods to improve the psychological climate.

Prominent pedagogues and psychologists of Azerbaijan A.A.Alizada, A.S.Bayramov, M.A.Hamzayev, I.A.Mammadov, A.A.Agayev, V.J.Khalilov, R.I.Aliyev, G.E.Azimli, B.H.Aliyev, E.B.Beylerov, R.V.Jabbarov, L.Sh.Əmrahlı, G.G.Azizov and others spoke about the importance of the psychological climate within the school in the formation of personality.

Although the above-mentioned research works are very rich both theoretically and practically, the role of the psychological climate within the school in the formation of adolescent personality has not been studied in detail and systematically. From this point of view, a detailed study of the problem is a topical issue.

All the above show that the study of the role of the psychological climate in the school in the formation of the adolescent's personality is one of the urgent issues of education

### **The object and subject of research.**

**The object of the research** is the development characteristics of the school's psychological climate.

**The subject of the research** is the study of the role of the psychological climate in the school in the formation of the adolescent personality, the psychological analysis of the main factors affecting the psychological climate.

### **The purpose and objectives of the research.**

The purpose of the research is to study the role of the psychological climate within the school with the help of special methods, psychological experiments in the formation of adolescent personality, to identify effective ways and means of shaping the psychological climate within the school.

### **Tasks of the research.**

According to the purpose and the main hypothesis, the tasks of the research can be defined as follows:

- To study the essence of the problem of psychological climate in the school;
- To determine the impact of the psychological climate in the school on the formation of adolescent personality;
- Exploring ways to organize appropriate educational work by studying the developmental characteristics of adolescents;
- To determine the impact of school management, the psychological climate of the teaching staff on the formation of adolescent personality;
- To study the role of the psychological climate of the class in the formation of adolescent personality;
- To determine the role of the school psychologist in creating a positive psychological climate in adolescent groups;
- To present methods of creating a positive psychological climate in adolescent groups.

As a result of the analysis and research, we came to the conclusion that the activity aimed at the positive direction of the psychological climate has a significant impact on the formation of the adolescent's personality when applied systematically.

**Research methods.** The following methods were used in the research: theoretical analysis, observation, interview, questionnaire, experiment, psycho-diagnostic methods. Quantitative and qualitative analysis of research materials were also used. Modified versions of the methods are referred to as well. SPSS computer program was used for processing empirical research data.

The research was conducted among the students of VI-IX grades in secondary schools №18, 31, 53 in Baku. The study involved 365 adolescents. Besides that during the research 60 psychologists working in different cities, districts and villages of Azerbaijan answered the questions of the questionnaire and expressed their views on the issue in the discussions.

Application of methodologies in accordance with the goals and objectives of the research, coordination of quantitative and qualitative analyzes of the obtained results, statistical processing of the data ensured the accuracy and reliability of the results obtained in the research.

**The main provisions of the defense:**

- The psychological climate within the school is one of the decisive factors in the formation of adolescent personality. If it is not convenient, the training and education of adolescents are not at the desired level.
- The management of the school, the psychological climate of the teaching staff does not go unnoticed in the formation of the adolescent's personality, any shortcoming has a negative impact on the general mood.
- The role of the psychological climate of the class in the formation of adolescent personality is very large. Relationships with teachers, including peers are of particular importance here. At the same time the position of the teenager within the team also affects the development and formation of personality.
- Psychological services in secondary schools should be organized at the appropriate level, and the school environment should be constantly studied. The person in charge of this area, the school psychologist, should take regular measures to create a positive psychological climate in the adolescent community. **The** school psychologist's work has a significant impact on the development of the psychological climate.

**Scientific novelty of the research.** The following facts determine the scientific novelty of the research:

1. Unlike existing studies, the role of psychological climate in the school in the formation of adolescent personality has been studied in detail, the pedagogical and psychological characteristics of the learning environment that ensure the development of psychological climate have been determined, the influence of psychological climate has been investigated,

and the influence of psychological climate on motivation has been shown.

2. The impact of school management on the school's psychological climate has been studied; The influence of the emotional mood of the teaching staff on the psychological climate, including the formation of adolescent personality, were studied;
3. The issue has been analyzed in detail, taking into account the significant impact of the psychological climate of the classroom, including the formation of adolescent personality of peers;
4. The role of the school psychologist in creating a positive psychological climate in adolescent groups has been studied;
5. By the means of a systematic application of specially selected materials, a positive psychological climate in adolescent collectives has been created, and the methods of creating a positive psychological climate in adolescent collectives have been presented.

#### **Theoretical and practical significance of the research.**

The scientific-theoretical ideas and provisions put forward in the dissertation enrich the general psychology with new facts, the role of the school psychological climate in the field of education, intellectual development, interpersonal relationships, emotional worlds, preparation for social and public life of adolescents is brought to the fore and theoretically substantiated and creates a new scientific direction.

The results of the research can be used in teaching general psychology, pedagogical psychology and age psychology. Psychologists, teachers, parents and educators can benefit from the obtained results.

**Approbation and application of the research.** The results of the study were tested at the Republic and international conferences devoted to pedagogical and psychological issues of education, seminars and various events held by the Institute of Education. The results obtained on the subject of the dissertation were applied in schools and reflected in the published scientific works.



**The name of the organization.** The dissertation was carried out at the Institute of Education of the Republic of Azerbaijan.

**Structure and scope of the dissertation.** The dissertation consists of an introduction, 3 chapters with 9 paragraphs, a conclusion, a list of references and appendices. Introduction 9 page, Chapter I - 37 page, Chapter II - 59, Chapter III - 343, result 5, list of used references 13, appendices 6 pages, in total the dissertation consists of 238877 characters.

## THE MAIN CONTENT OF THE DISSERTATION

The “**Introduction**” part of the dissertation substantiates the relevance and level of study of the subject, defines the object and subject of research, goals and objectives, provides information about methods, hypotheses, scientific novelty, theoretical and practical significance, provisions to be explored, approbation and structure of research.

The Chapter I of the dissertation is called “**The problem of psychological climate in psychology**”. This chapter consists of three sub-chapters. In the first sub-chapter entitled as “**The problem of psychological climate in the pedagogical and psychological literature**”, the problem of psychological climate and its impact on the development of student personality is studied both in terms of mental development and raising the level of educational process. K.Lewin, A.S.Makarenko, V.A.Sukhomlinsky, P.P.Blonski, L.U.Ushansky, A.V.Filippova, N.P.Anikeeva, I.V.Dubrovina, B.D.Parigin, A.V.Petrovsky, E.I.Roqov, V.M.Shepel, N.V.Jutikova, A.N.Lutoshkin, I.P.Ivanov, R.S.Nemov V.T.Kondrashenko, N.P.Anikeeva, Sh.A.Amonashvili, A.A.Rean, B.R.Mandel, T.V.Miller and others studied the problem of psychological climate in their research works.

Prominent pedagogues and psychologists of Azerbaijan such as A.A.Alizada, A.S.Bayramov, M.A.Hamzayev, I.A.Mammadov, A.A.Agayev, R.I.Aliyev, B.H.Aliyev,

E.B.Beylerov, G.E.Azimov, L.Sh. Amrahli R.V.Jabbarov, Q.Q.Azizov, V.C.Khalilov and others conducted pedagogical and psychological research on the problem of psychological climate, its role in the formation of the student's personality and expressed interesting views.

Thus, the problem of psychological climate within the school, the main indicators of a favorable psychological climate and the methods of forming it have been partially studied. However, the role of the school's psychological climate in the formation of adolescent personality has not been sufficiently studied. There is a need to study the content of teenagers' personal perceptions of the psychological climate, their feelings in favorable or unfavorable psychological climate conditions, personality development characteristics in the corresponding psychological climate condition.

In the second sub-chapter of the first chapter of the dissertation, entitled as **“Social, psychological and pedagogical essence of the problem of psychological climate within the school”**, the problem of psychological climate within schools is considered as one of the main parts of the security sphere of the educational environment. The psychological climate within the school is based on the nature and quality of school life and reflects a number of components: norms and values within the school, the quality of the relationship or the communicative atmosphere of the school, taking into account the socio-psychological needs of students, the educational environment, the activity of the participants in the educational process, solidarity and etc. The sub-chapter takes into account the structure of the problem of psychological climate within the school.

Psychological climate - reflects the emotional state of the group or team. The psychological climate is characterized by being quite stable and is determined by the mood of people, their inner world, their attitude to each other, including the events around them. The psychological climate can be favorable or unfavorable, healthy or unhealthy.

The concept of intra-school psychological climate can be expressed in this way by approaching it as a key factor in interpersonal and intra-group interactions: Satisfaction of all participants of the educational process - students, teachers and parents - with the main aspects of school life, the general style of communication.

It can be concluded that the nature of the psychological climate in the adolescent collective depends on the level of development of the group as a whole. In developed collectives, there is a positive relationship between the state of the psychological climate and the effective joint activity of its members.

In the third sub-chapter of the first chapter of dissertation, entitled as “**Methodology of the Research**” the principles of psychological research are considered, in general psychology, and it is emphasized that the research is based on these principles. In order to make the research process effective, the sub-chapter states that specific criteria-the validity of the method, reliability, representativeness, accuracy of information - are taken into account when choosing the research methodology. More empirical (experimental) methods such as observation, psychodiagnostic methods, tests, questionnaires, interview were used in the research process . We also used the experimental method. At the same time, in order to achieve a more complete and accurate result, not one, but several methods were applied.

The research work was carried out in four stages: preparatory stage, experimental stage, quantitative analysis of research materials, interpretation of research materials. We also used a modified version of the psychometric test proposed by K.E.Shishor to determine the group solidarity index, which consisted of five questions and several options.

“Express methodology for studying the socio-psychological climate of the classroom” presented by A.N.Lutoshkin was also used in research work. We tried to study the views of individual students on the psychological climate of the classroom through a methodology called “subjective assessment of the socio-psychological climate of the classroom”.

Using an experimental method, the psychological climate within the school, its role in the formation of adolescent personality was studied and the study of the psychological climate of the classroom, the experimental study of student-student, teacher-student relations were brought to the fore here. Special texts were prepared for carrying out the experiment. The texts reflected the perceptions of adolescents about the psychological climate within the school. The texts were conducted in experimental and control groups, taking into account the age characteristics of adolescents.

The research was conducted among 365 adolescents (12, 13, 14, 15 years old) of secondary schools №18, 31 and 53 in Baku.

As a result of the research, important results have been obtained. The results were processed by mathematical statistical methods and reflected in tables, diagrams and graphs. SPSS computer program was used for processing empirical research data.

It is clear from the analysis that it is more useful to use several assessment methods instead one for the diagnosis and assessment of psychological climate.

The second chapter of the dissertation is entitled **“The influence of the psychological climate on the formation of adolescent personality in the teaching-educating process in school”** and covers three sub-chapters. The first sub-chapter entitled **“The main factors determining the mental development of adolescents within the school psychological climate”** considers the specific developmental features of the relevant age period.

It is said that the presence of solidarity in adolescent groups is important in psychological climate. K.E.Sishor's method of determining the group solidarity index was used in the research work. 160 students of VI-VII-VIII-IX grades took part in this research work.

During the analysis of the results, we came to the conclusion that despite the use of the same methodology, the achievement of different results is due to the age characteristics of ado-

lescents. As teenagers get older, they develop a critical attitude towards the assessment of the group's solidarity index and attitudes.

The sub-chapter also draws attention the attitude towards the phenomenon of bullying and mobbing, which is now widespread in schools. A person's mental health depends on his mood. It is obvious that emotional failure is the main reason of school neuroses, aggressive behavior and many deformations of the spiritual world of a person. The widespread bullying and mobbing behavior among teenagers also affects the psychological climate. *“Currently, bullying is the most common form of violence in schools. Although we encounter more physical and psychological bullying, we also encounter other types of bullying. Prevention of bullying in schools should become the main work of the collective”*<sup>2</sup>.

The second sub-chapter of the Chapter II of the dissertation entitled as **“Peculiarities of the influence of the psychological climate within the school on the formation of adolescent personality”** notes that the formation of personality occurs as a result of various factors. However, the role of environment and upbringing is especially emphasized.

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Teacher-student relations form the basis of the psychological climate within the school. We have preferred to study these relationships while conducting various methodologies. “Express survey to assess the psychological climate in the school” was conducted, which was attended by 200 students of VI-VII-VIII-IX grades. In the survey, we tried to study the teacher-student relationship and obtained interesting facts.

The survey revealed the qualities that students value most in a teacher. It turned out: 74% of adolescents think that a teacher should be smiling; 70% think that a teacher should be fair; 68% think that a teacher should be kind; 58% think that a teacher should be demanding; 52% think that a teacher should be so-

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<sup>2</sup> Miller, T.W.School Violence and Primary Prevention/T.W.Miller.-New York(N.Y):Springer,-2008.-p 455

ciable; 44% think that a teacher should be disciplined; 34% think that teachers should be literate.

The personality of the class teacher is one of the important factors influencing the psychological climate of the class. From this point of view, after examining the relationship between the class teacher and the teenagers in the questionnaire, relevant conversations were held with the class teachers. It was found that in those classes where the relationship between the class teacher and the teenagers is favorable, the psychological climate of the class, the general atmosphere is in good form. The results of the research show that the active participation of the class teacher, favorable communication with students raises the mood, has a positive effect on students' self-confidence and attitude to learning.

Based on the calculations, the degree of intimacy of adolescents with the class teacher has changed according to age as follows:

- At the age of 12, the degree of intimacy between adolescents and the class teacher is 70%;
- At the age of 13, the rate of intimacy between the class teacher and the adolescents is 60%;
- At the age of 14, the rate of intimacy between the class teacher and the adolescents is 45%;
- At the age of 15, the rate of intimacy between the class teacher and the adolescents is 40%.

Teenagers get to know their classmates better and characterize each of them in their own way. Adolescents' opinions and attitudes toward their classmates, as well as the psychological climate of the classroom, often coincide with reality.

A prominent Azerbaijani psychologist A.A. Alizade noted: *"The strengthening of the influence of classmates' opinions, evaluations and judgments on the teenager is a characteristic feature of this age period. In this regard, teenagers are afraid of losing their respect and being isolated in the class, they try to act*

*in such a way that their classmates do not criticize them, ridicule or disparage them”<sup>3</sup>.*

A realistic assessment of the psychological climate of the team by each of its members is an important issue in terms of development. For this purpose, a questionnaire on the subjective assessment of the socio-psychological climate of the class was used in the research. The purpose was to reveal the psychological climate of the classroom, to study the subjective attitudes of students to the psychological climate of the classroom. Based on the results, it can be concluded that the psychological climate of the classroom is assessed differently by adolescents. There is no significant difference in the individual perceptions of adolescents in the seventh or eighth grade about the psychological climate of the classroom. Some of the seventh or eighth graders in the same class have a positive assessment of the psychological climate of the class, while others have a negative. assessment of how they feel in the classroom.

The third sub-chapter of the Chapter II of the dissertation, entitled as **“The impact of school management, the psychological climate of the teaching staff on the formation of adolescent personality”** examines the impact of management, the psychological climate of the team on the formation of adolescent personality. The observation methods were used to study the impact of the current psychological climate within the school on the formation of adolescent personality. Through the observation method, the behavior of adolescents in the current school psychological climate was monitored. For this purpose, in the school №18, during the lesson and during various events, breaks, etc. adolescents were observed. In order to come to the right conclusion, cooperation with class teachers and subject teachers was preferred.

The management of the psychological climate within the school depends on the leadership style. Other factors that affect the psychological climate in the teaching staff are the character-

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<sup>3</sup> A.A. Alizadeh “psychological problems of modern Azerbaijani school”. - Baku: Ozan, -1998.-p 170

istics of the activity, the relationship, and solidarity develops in a positive or negative direction, depending on the management.

The emergence and development of a psychological climate within the school is, above all, a manageable process. Much depends on the competence and management skills of the school administration.

In order to study the impact of the psychological climate of the team on the formation of adolescent personality, we conducted a survey among VI grade students entitled “Psychological climate in the team through the eyes of students”. The students were instructed with such an instruction: The questionnaire was submitted to study the psychological climate in the team. Please answer the questions sincerely. It is enough to answer “Yes”, “No”. The questions were quite simple and understandable by the students. The survey was answered by teenagers and the results were analyzed in detail in the dissertation.

The formation and existence of a psychological climate within the school should become a permanent practical work of the school administration, class teachers, subject teachers, school psychologists. The formation of a good psychological climate helps to understand children's psychology, emotional state, concerns, attitudes and etc.

Chapter III of the dissertation, entitled “**Experimental-psychological study of the impact of psychological climate within the school on the formation of adolescent personality**” consists of three sub-chapters. In the first sub-chapter, entitled as “**Experimental study of the role of psychological climate within the school in the formation of adolescent personality**”, the research is carried out in a planned manner in stages in accordance with the purpose and task. The results are compared with psychological theory and hypothesis. Experimental work was carried out to study the important role of the school psychological climate in the formation of adolescent personality. The research was conducted among adolescents studying in secondary schools No. 18, No. 31 and No. 53 in Baku. The study was



conducted among 12-, 13-, 14-, and 15-years-old students, covering both early adolescence and middle and older adolescents.

Using the experimental method, the psychological climate within the school, its role in the formation of adolescent personality was studied and the study of the psychological climate of the classroom, the experimental study of student-student, teacher-student relations are brought to the fore here. Special texts were prepared for the carrying out the experiment. The texts reflected the perceptions of adolescents about the psychological climate within the school. The texts were conducted in experimental and control groups, taking into account the age characteristics of adolescents.

The first part of the experiment involved 160 adolescents: 40 sixth-graders (12 years old), 40 seventh-graders (13 years old), 40 eighth-graders (14 years old), 40 ninth-graders (15 years old) were involved in the first stage of the experiment.

During the experiment, two groups were selected, each with the same number of adolescents (80 participants): experimental and control groups. Adolescents in the experimental group were given detailed information about the psychological climate within the school, its nature, characteristics, the impact of favorable and unfavorable psychological climate on the student's personality, important conditions for a favorable psychological climate, interpersonal relationships, which are the driving force of the psychological climate, and impact of behavior on the psychological climate. The control group members were not informed about the psychological climate within the school. Our goal was to study adolescents' perceptions of the school's psychological climate. The teens were then read a task text that reflected the relevant situation on the issue, and both experimental and control group members were asked questions about the text.

In the experimental stage, which is the second stage of our research work, a specific methodology was implemented. The experimental part is divided into several stages. Texts were read to the experimental and control groups. First of all, we tried to determine the current conditions related to the psychological

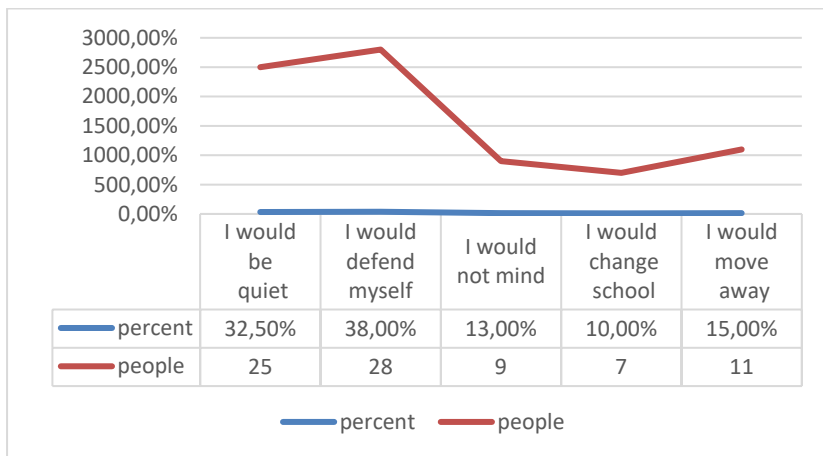
climate in the school. Our goal was to study students' perceptions of psychological climate.

The third stage of research consists of quantitative processing of research materials. At this stage, "T.test" analysis (numerical mean comparison between two independent groups) was used using SPSS software to confirm the pre-specified hypothesis. At the same time, descriptive statistical analysis was also used. As we know, there are 4 types of comparisons in the analysis of "T.test": comparison between the values of one group and the base value, comparison between two independent groups, comparison between different situations of the same group, comparison between the values of 3 or more groups. The numerical average plays a key role in all comparisons. In the practical studies carried out using the experimental method, the "comparison between two independent groups" method is mainly used

$$(t = \frac{\bar{X}_1 - \bar{X}_2}{S\bar{X}_1 - \bar{X}_2}, \text{ and } S\bar{X}_1 - \bar{X}_2 = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}).$$

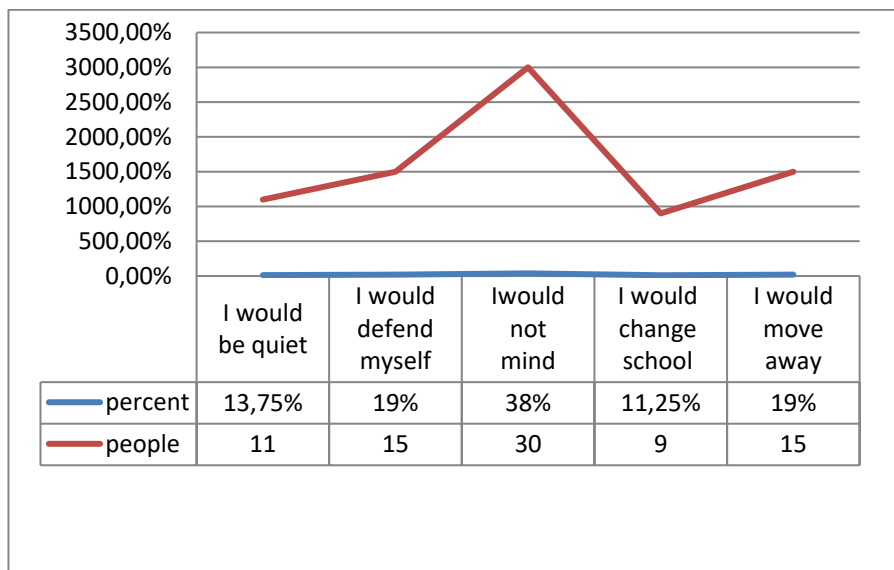
The fourth stage of our research work consists of the interpretation of the results obtained. At this time, the results are reconciled with the psychological theory and the proposed hypothesis.

The questions were analyzed by oral and written responses after being given to both the experimental and control group members. It is clear from the analysis of the responses to the text of the task that informing the members of the experimental group also affected the results. The members of the experimental group were distinguished by more logical responses according to their levels of awareness. Unlike their peers in the control group, they tried to assess the situation with restraint and chose more appropriate models of behavior. Of course, the age difference between the teenagers and the personal characteristics of each of them did not go unnoticed. The differences between the results of the two groups were analyzed comparatively and presented as follows.



**Picture 1.**

Perceptions of adolescents in the experimental group about the psychological climate within the school (80 participants)



**Picture2.**

Perceptions of adolescents in the control group about the psychological climate within the school( control group 80 participants)

“Perceptions of the school's psychological climate" according to the results obtained by the control and experimental groups as a result of descriptive statistical analysis are different. (table 1 and table 2)

However, in order to determine the level of the existing difference between groups and its significance from a statistical point of view, through SPSS program, using the "T.Test" analysis, a comparison was made between the scores of both groups regarding the "psychological climate in the school". As can be seen from the comparison table, Sig=0.005 and the difference between two independent groups is considered statistically significant at the level of 0.05. More precisely, the perceptions of the two groups about the psychological climate within the school differ significantly.

**The difference between the perceptions of two independent groups about the psychological climate in school.**

**Table 1.**

Variance equality “Levene test”			T-Test" analysis						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. deviation difference	difference in 95% confidence interval	
								Down	Up
Psychological climate within school	1.892	.171	2.820	158	.005	.57500	.20390	.17228	.97772

The results confirmed our hypotheses in the experimental group. If adolescents are informed about the psychological climate within the school, the main factors and aspects that affect

it, if continuous work is carried out in this area, significant progress can be made in favor of a favorable psychological climate.

The second part of the experiment was carried out among 220 teenagers studying in secondary schools No. 18, No. 31 and No. 53 in Baku. The study covered early adolescence, middle and senior adolescents - 55 sixth-graders (12 years old), 55 seventh-graders (13 years old), 55 eighth-graders (14 years old), 55 ninth-graders. was conducted among students of the class (15 years).

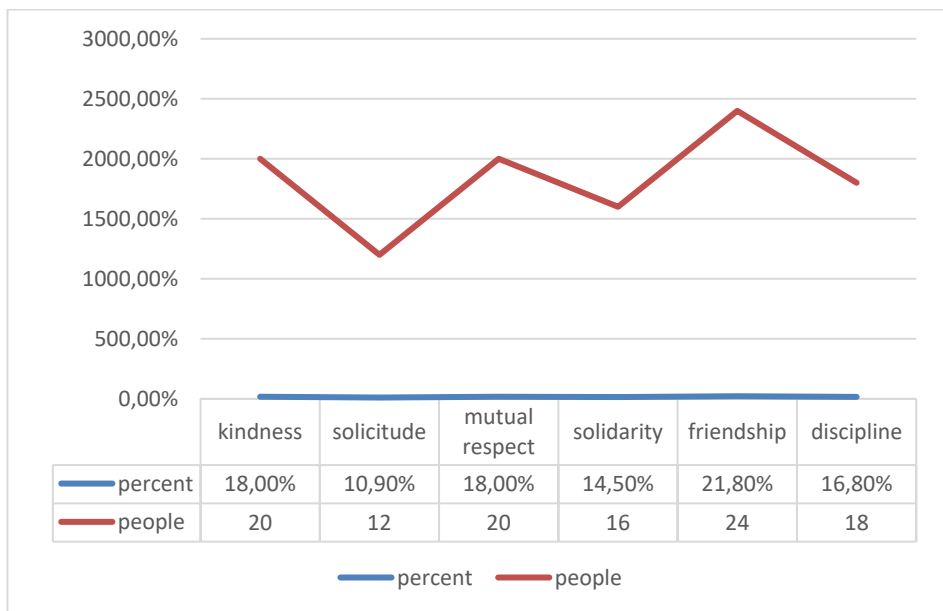
Two groups with equal number of members (110 participants) took part in the experiment: experimental and control group. The members of the experimental group were informed about the effect of the favorable psychological climate of the class on each of its members. It was stated that the psychological climate of the class depends on each of its members. The unique psychological climate prevailing in each class has a direct impact on the level of education of students, their emotional state and health. Emphasizing that the personal characteristics of adolescents are a major factor influencing the psychological climate of the classroom, information was provided on exemplary behavior and qualities. Our goal was to study adolescents' perceptions of a favorable psychological climate.

Both experimental and control group members answered the question both orally and in writing. Again, different responses were provided based on students' age, gender, and individual characteristics. Some of the teenagers commented on Aygun's (any person) traits and behavior. Most adolescents, commenting on the favorable psychological climate of the sixth grade, noted the role of various factors, noting that more individual characteristics shape a positive climate. Their answers were more complete and comprehensive because the members of the experimental group were informed in advance. Thus, in their answers, they more precisely explained the features that are important in interpersonal relationships in order to create a favorable psychological climate. In the course of the study, the members of the experimental group differed from other members of the group by

their activity, expressing their opinions in more detail orally. Adolescents noted the features that are important for a favorable psychological climate in the classroom. The mentioned features were analyzed in detail. Summarizing the advantages of these features, we have noted the following key qualities. The results are reflected in the pictures below. Thus, based on the responses to the second text, which focuses on the study of adolescent perceptions of a favorable psychological climate in the classroom, the following important features can be noted:



**Picture3.** Teenagers' perceptions about the qualities that prevail in relationships in collectives with a favorable psychological climate (experimental group 110 participants)



**Picture 4.** Adolescents' perceptions about the dominant qualities in relationships in collectives with a favorable psychological climate (control group, 110 people)

Differences between two groups' perceptions about "preferred qualities in relationships in a team where there is a favorable psychological climate at school" are given in the indicator tables of the results of the statistical analysis. In order to analyze the existing difference more accurately and determine whether it is meaningful or not from a statistical point of view, the values given by the control and experimental groups to different values were compared, and according to the results of the "T.Test" analysis, Sig=0.043. This result allows us to say that there is a difference between the groups on the mentioned variable and that the existing difference is significant at the 0.05 level. Members of two groups prefer more different values in the presence of a favorable psychological climate.

**The difference between the perceptions of two independent groups about the qualities that prevail in relationships in teams with a favorable psychological climate.**

**Table 2.**

Variance equality “Levene test”			analysis of “T						
Variable	F	Sig.	t	df	Sig. (2-tailed)	numerical mean difference	Std. deviation difference	difference in 95% confidence interval	
								down	down
superior qualities in relationships	4.494	.085	1.075	218	.043	.2454 5	.22827	.20445	.69536

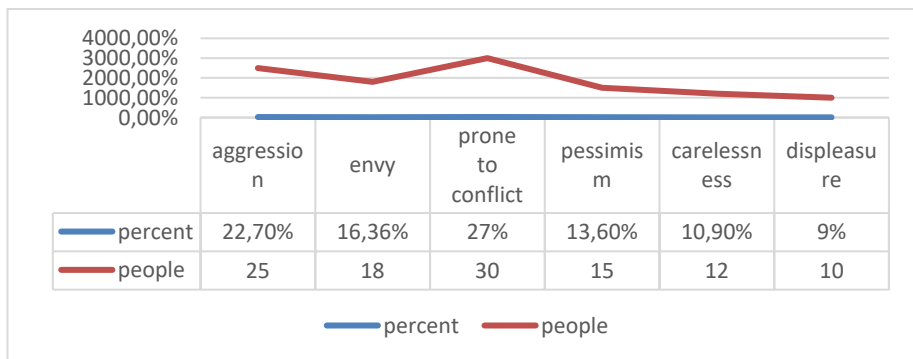
In the third part of the experiment, we preferred to study adolescents' perceptions of an unfavorable psychological climate. Again, we tried to achieve our goal by using the appropriate text. 220 teenagers took part in the experiment. Two groups, each with the same number of participants (110 participants) - were involved in the experimental and control group experiments. An equal number of adolescents from each age group participated in the experiment. The experiment involved early adolescents, middle and older adolescents - 55 sixth-graders (12 years old), 55 seventh-graders (13 years old), 55 eighth-graders (14 years old), 55 ninth-graders. (15 years old) was conducted among students. The members of the experimental group were informed about the unfavorable psychological climate, the difficulties it poses, interpersonal relationships in the team, the behavior of people in teams with an unfavorable psychological climate, and so on. The control group was not provided by any information on the issue. Our goal was to find out how well adolescents are aware of the consequences of an unfavorable psychological climate, as well as making them to know that each of them played a role in the formation of a favorable or unfavorable psychological climate.



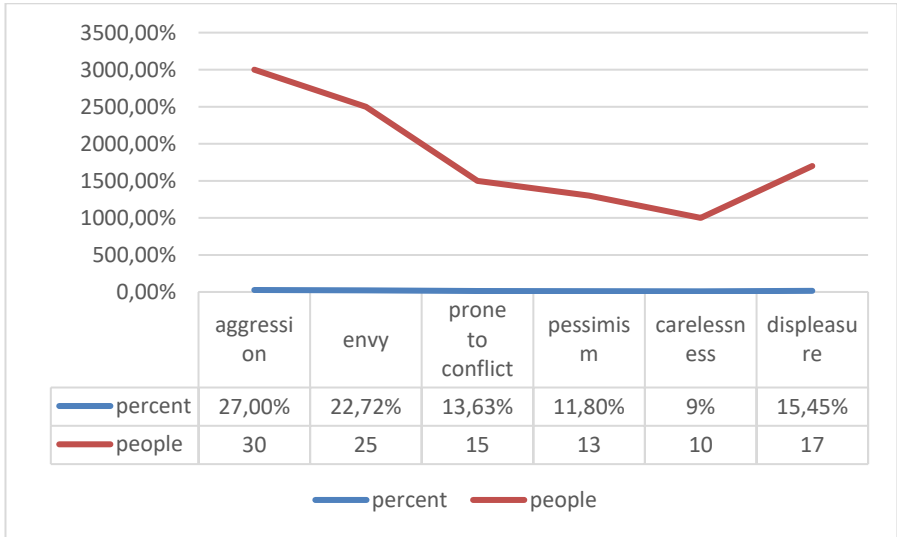
mate. Because, as we mentioned earlier, the psychological climate is such an important indicator that each member of the team contributes to it with his behavior. Then the text was read to the participants of the experiment.

The question was answered differently by teenagers. The answers were heard both orally and in writing. Adolescents noted the predominant characteristics of interpersonal relationships in an unfavorable psychological climate. They can be grouped according to the responses of both the experimental and control groups as follows.

The level of awareness had a significant effect on the responses of the members of the experimental group. Thus, the responses were analyzed and the main features and behaviors in interpersonal relationships in an unfavorable psychological climate were identified, and the responses of both groups were analyzed according to the prevailing characteristics. The results show that informing the members of the experimental group in advance affected the responses. The members of the experimental group were able to more adequately analyze the personal characteristics and behavior of people in an unfavorable psychological climate. So, it is possible to direct the psychological climate by informing teenagers.



**Picture 5.** Predominant features in interpersonal relationships in unfavorable psychological climate (experimental group 110 participants)



**Picture 6.** Predominant features in interpersonal relationships in unfavorable psychological climate (control group 110 people)

"Perceptions of the characteristics that prevail in interpersonal relations in unfavorable psychological climate conditions" are not the same between the members of the control and the experimental group according to the table 1 and 2 mentioned above. However, in order to check whether the existing difference is serious and statistically significant at the 0.05 level, "T.Test" analysis was performed. According to the result, Sig=0.048, which indicates that the existing difference is significant at the 0.05 level.

Considering the above, it can be said that the difference between the two groups in terms of "perceptions of the psychological climate in the school" is more serious and higher (table 1.), but on the other two variables ("qualities preferred in relationships in a team with a favorable psychological climate at school" and "perceptions of characteristics that prevail in interpersonal relationships in an unfavorable psychological climate") despite the fact that a significant intergroup difference is ob-

served, the existing difference is smaller compared to the variable "ideas about the psychological climate within the school".

**The difference between the perceptions of two independent groups about the characteristics that prevail in interpersonal relations under conditions of adverse psychological climate.**

**Table 3.**

Levene's test of equality of variance			Analysis of "T-Test"						
Variable	F	Sig.	t	df	Sig. (2-tailed)	Numerical difference)	Std. Deviation difference	Difference in 95% confidence interval	
								down	down
Superior qualities in relationships	5.207	.093	1.080	218	.048	.21818	.22776	.26708	.43071

Of course, the results of the experiment were influenced by other important factors in addition to the level of awareness of adolescents: peculiarities of the relevant age period, personal perceptions of each adolescent, lack of life experience, dynamic nature of development, sexuality of adolescents, etc. However, in any case, the level of awareness was an important factor in the course of the experiment and influenced the results. This proves once again that if teenagers are informed about the psychological climate within the school, if the essence is explained, if the pros and cons are explained, they will have a deeper understanding of the psychological climate in the team, which is an important indicator of interpersonal relationships and they take a more thoughtful step, realizing that they also have a role to play here.

The study identified the following factors that affect the psychological climate: macro-environment and micro-environmental factors, personal qualities of team members and leadership style. These factors are closely linked, and the existence of one determines the emergence of the other.

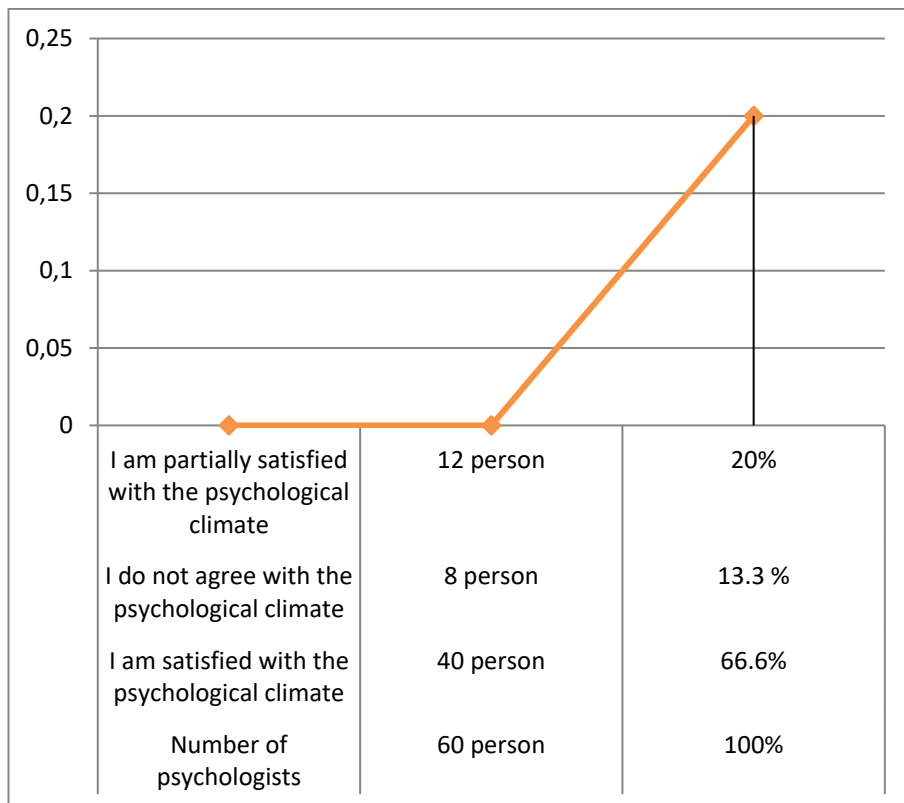
In the course of the research, our hypothesis was confirmed. It turned out that the psychological climate within the school plays an important role in the formation of adolescent personality. In an environment where the psychological climate is unfavorable, adolescents always feel anxious, and in an environment where the psychological climate is favorable, on the contrary, they feel safe and comfortable. In particular, when a student does not feel comfortable in the classroom, his or her learning success is not encouraging, or, conversely, a teenager who feels comfortable in the classroom has a higher level of self-confidence. In short, the psychological climate is, in essence, such an important indicator that, in its unfavorable conditions, it is impossible to talk about the success of education and the harmonious development of the adolescent personality.

As a result of the application of various methods, we have come to the important conclusion that scientific and practical results have been obtained regarding the role of the psychological climate within the school in the formation of the adolescent personality.

The second sub-chapter of Chapter III entitled as **“The role of school psychologists in creating a positive psychological climate in adolescent groups”** states that one of the important issues facing the psychological service is to study the psychological climate of the student and the teaching staff, the extent to which its members are emotionally secure.

Including, practical psychologists working in different cities, districts and villages of Azerbaijan participated in the round tables organized in the course of our research, answered the questions of the questionnaire and expressed their views on the issue in the discussions. The questionnaire “The role of the school psychologist in the formation of the school psychological

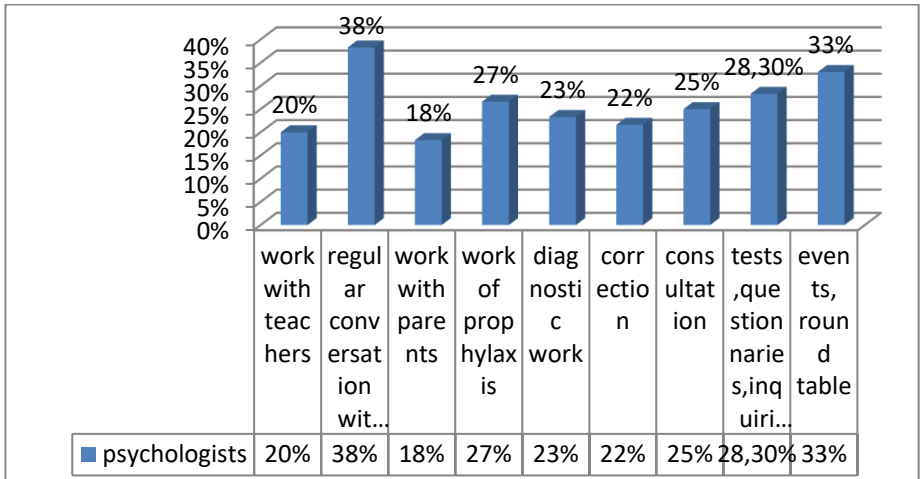
climate” was answered by 60 school psychologists. The obtained results were analyzed in detail and reflected in the dissertation.



**Picture 7.** Attitudes of school psychologists to the psychological climate of the school where they work

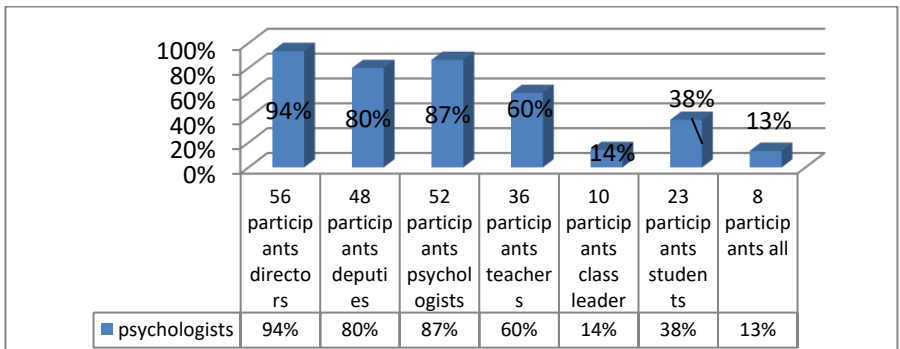
All 60 psychologists answered "Yes" to the question of whether the psychological climate in the school affects the education of students .

Psychologists' answers to the question "What measures can a school psychologist take to create a favorable psychological climate?" were as follows:



**Picture 8.** Action directions of school psychologists for the formation of a favorable psychological climate

School psychologists answers to the question "who does the psychological climate in the school depend on?"



**Picture 9.** According to school psychologists, people who play a role in the formation of the psychological climate

The third sub-chapter of Chapter III of the dissertation, entitled as **“Methods of creating a positive psychological climate**

**in adolescent groups”** states that the mental health of a person depends on his mood. Emotional tension, long-lasting negative emotions lead to stagnant arousal in the brain.

Favorable management of the school psychological climate requires special knowledge and skills from the teaching staff. The following special measures can be used: scientifically substantiated measures; application of socio-psychological methods that will instill effective mutual understanding and interaction skills in group members.

The ways of forming a favorable psychological climate in the classroom are similar to the ways of managing and forming the student collective. The sub-chapter offers a variety of methods that teachers can use to help students feel comfortable in school.

The theoretical analysis of literature and the research we have carried out will allow us to draw the following conclusions:

1. As a result of the theoretical analysis of the pedagogical-psychological literature, it became clear that among the main problems of adolescents, the problem of psychological climate in the school was studied by attracting the attention of researchers. The study of the problem of psychological climate within schools at different times shows that, depending on the time, the problem is approached in general and different directions, and the methods and principles of methodological approach are different.
2. The contradictions of adolescence and the difficulties of the appropriate age do not go unnoticed in the psychological climate of the team. The study found that older adolescents' attitudes toward psychological climate were more contrasting, complex, and objective than those of younger adolescents. Psychological climate causes different emotional reactions in adolescents, depending on age and individual characteristics.
3. Analysis of the problem allows us to conclude that the psychological climate within the school is expressed in the attitude of team members to their responsibilities, relationships with

management, relationships with colleagues, relationships with students.

4. These are the main factors of the psychological climate in schools: the nature of interpersonal communication, public opinion, emotional mood, individual characteristics of team members, as well as personal qualities and abilities of the leader. The psychological climate within the school is the most important indicator for evaluating the work of management.
5. Depending on the level of interpersonal relationships, the psychological climate in the school can develop in a favorable or unfavorable direction.
6. The formation of personal perceptions of adolescents about the psychological climate and their manifestation in the context of relationships have different characteristics. National and ethnic features play an important role in the formation of adolescents' subjective perceptions of the psychological climate.
7. Observations and analysis have shown that the level of intelligence of individual adolescents is one of the main factors influencing the formation of the psychological climate.
8. As a result of experiments, it became clear that raising the level of awareness of adolescents about the problem affects the formation of the psychological climate of the team. The study found that the nature of adolescents' interactions with teachers and other members of the teaching staff plays an important role in shaping the psychological climate.
9. It is important for a psychologist to have knowledge about the nature of the psychological climate, to know how to regulate it, and to have the ability to choose the right situation in the mutual relations of team members. As a result of the research, it became clear that the school psychologist's work with the teacher, student group and parents is one of the most important directions aimed at making the psychological climate in the school favorable.

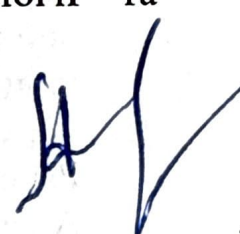


10. Increasing the level of awareness of teenagers regarding the psychological climate in school will create conditions to form them as a comprehensively developed personality by having a positive effect on their mental health, emotional-volitional sphere and educational success. If the school psychologist continuously works towards the creation of a positive psychological climate in adolescent collectives, serious progress can be made in the formation of the adolescent's personality.

**The main content of the dissertation is reflected in the following works of the candidate:**

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2. The role of the psychological climate within the school in the formation of adolescent personality // Institute of Educational Problems of the Republic of Azerbaijan, Scientific works, Baku 2014, journal, № 4. p. 86-91.
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5. Teacher-student relations as the basis of the psychological climate within the school // Baku Girls University, Scientific works, Baku, 2015, №3(23) p.170-174.
6. The role of management in the formation of the psychological climate in the teaching staff // Journal of Psychology, Scientific-practical journal, Baku, 2015, №1 p. 42-53.
7. The psychological climate of the student collective as an important factor in the formation of adolescents // Azerbaijan school, Scientific-theoretical, pedagogical journal, Baku, 2016,№ 1 (671).
8. The psychological climate of the classroom as an important factor in the formation of adolescent personality // Journal of Psychology, Scientific-practical journal, Baku, 2016, №1 p.96-102.

9. The role of the school psychologist in the formation of the psychological climate in adolescent groups // Journal of Psychology, Scientific-practical journal, Baku, 2016, №2 p. 72-78.
10. Interpersonal relationships as an important factor in shaping the psychological climate at school// Institute of Educational Problems of the Republic of Azerbaijan, Scientific works, Baku, 2016, volume 83, № 1, p.170-174.
11. The main features of the psychological climate in adolescent collectives // Scientific news of AUL, Baku, 2016/2 p.297-303.
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13. Создание положительного психологического климата в подростковом коллективе как основа педагогической деятельности // Міжнародна Науково-Практична Конференція, Київ 2016, с.40-42.
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