

## Summary

# The significance of classroom climate in citizenship education

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The purpose of the study was to contribute to the model of the School Citizenship Education Climate Assessment (Homana et al., 2005) by exploring teachers' opinion towards the significance of classroom climate in citizenship education. This research was conducted to examine teachers' opinion about characteristics of classroom climate during the implementation of citizenship education, and to examine teachers' opinion on the impact of the classroom climate to realization of citizenship education and on the effects of citizenship education on the relationships at school, on primary school teachers (N = 225) of the 24 schools in Istria County. The procured data was processed through methods of descriptive and inferential statistics (t-test), and multivariate (factorial) analysis. The classroom climate during the implementation of the issues in citizenship education is mostly stimulating and from the introduction of citizenship education in school are improved attitude towards the students with special needs, relationship between students and teachers, as well as relationship between students. Considering that the research school and community projects in the Croatian *Curriculum on Citizenship Education* (2012) are one of the most predicted model of conducting citizenship education, is expected that this way of adopting civic skills will be increasingly promote in Croatian educational system, as Europe already knows, especially if incentive for this process takes place in an appropriate stimulating classroom climate, which, inter alia, implies openness and cooperation with the local community.

**Keywords:** citizenship education, classroom/school climate, teachers' opinion