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Summary

The connection between subjective and objective realities of a class and their influence on the stability of pupil satisfaction with class cohesion

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The paper approaches the problem of elementary school pupil satisfaction with class cohesion from a theoretical and empirical point of view. The theoretical part discusses the basic terms used to explain the academic notion of a pupil's perception of and satisfaction with class cohesion. The empirical part explains the conceptual basis of the research and the last two parts present the results of a research conducted in four elementary schools in the city centre and four elementary schools in suburban areas on the sample of 1,232 pupils from the 6th and 8th grade, interpret its results and draw the final conclusion. The research shows that pupils from the 8th grade are more satisfied with class cohesion than those from the 6th grade. Similarly, pupils from the city centre are more satisfied with class cohesion than those from suburban areas. It can also be concluded that there is no statistically significant difference (at the significance level of $p > 0.01$) between the respondents of the two sexes when it comes to satisfaction with class cohesion.

Key words: perception, motives, class cohesion, subjective and objective realities, effects, satisfaction