Peer Cooperation between Students and Teacher Support in Different School Subjects Classes

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Abstract

Cooperation between students realises quality peer relationships while teacher support encompasses the relations between students and adults. Abundant research stresses the importance of both relationships. Not all students possess the skills that enable them to cooperate with others, so teachers have the role of helping them develop and perfect these skills. Teacher support significantly influences not only students' academic achievements but also their emotional, social and moral development. The research goal was to describe how students perceive their mutual cooperation and the support from teachers in different school subjects.

The research included 650 students from the seventh and eighth forms of 11 primary schools from Sisak-Moslavina County in the Republic of Croatia. Average age of the participants is 13.4 years, and their subject teachers' 69 years. The applied questionnaire consisted of two scales. Cooperation and Teacher Support. The mentioned scales were taken from the modified questionnaire What Is Happening in This Class (Fraser et al., 1996). Both scales were implemented in three school subjects: Croatian, maths and geography.

The obtained results point to the fact that teachers are more directed to ensuring cooperation between students during lessons than to giving support in the work. Furthermore, teachers during whose class students realise better cooperation at the same time give higher level of support. Students assess that they cooperate the most in geography class, whereas at the same time they receive the least teacher support in this class. The correlation between education degree and years in service was not found when considering the results of the Cooperation and Teacher Support scales.

Key words: *cooperation; support; students; teachers.*

Introduction

Educational systems are still predominantly directed towards acquiring knowledge evaluated with numerical grades. This claim refers to large number of countries and levels of schooling. However, today more attention of expert and scientific public is being directed to some other teaching aspects such as school and class climate, motivation, anxiety, class cohesion, team work and school satisfaction. This work encompasses two aspects of the teaching process – cooperation between students and the support teachers give them during class.

Student cooperation yields quality peer relationships between students, whereas giving teacher support develops the relationships of students and adults. Bountiful research accentuates the importance of both relationships, the one between peers and the student-teacher relationship (Goodenow, 1993; Ryan et al., 1994; Birch & Ladd, 1996, 1997; Wentzel, 1997, 1999; Goldstein, 1999; Murdock, 1999; Skinner & Snyder, 1999). Furthermore, a positive relationship between teachers and students improves relationships between students in the current years and years to come (Hughes & Kwok, 2007).

If we consider the fact that students spend a couple of hours in class, sometimes spending more time with teachers than parents, 175 days a year minimally (which comes to 805 obligatory lessons per year in the sixth form, and 910 lessons in the eighth form), this fact gains additional importance. Besides, primary education is compulsory and students can by no means escape the interaction with other students and teachers. Precisely because of this fact, these relationships should be pleasant and encouraging, characterised by mutual respect, cooperation, motivation and understanding. Considering the school context, teacher is the one who should secure the situations in which students cooperate and provide them with support. By designing cooperative and supportive situations for their students, teachers uplift their professional role to a higher level.

Cooperation

With regard to the interaction between students, three approaches in expert and scientific literature are mostly put forward: competitive, individual and cooperative. Competitive approach is the one where students compete with each other, wanting to be better than others. Individual approach encompasses reaching goals by leaning on "one's own strengths", without expecting help from others. The third, cooperative approach is when students help each other, are mutually motivated, share the joys of success and disappointments of failure. Such cooperative learning "encourages students to discuss, debate, differ in opinions and finally teach each other"(Slavin, 1991, p. 71). Cooperation is often characterised as a positive and desirable example of social behaviour. Cooperation is a skill gained by implementing activities in which students rely on each other, sharing responsibility and credit. If so, does it also happen in class during teaching? Do students cooperate with one another, do they rely on each other by giving and receiving help? Some other questions arise here: To what

extent do students and teachers feel that cooperation is important; Is the cooperation in all school subjects equally good (or bad); Does the cooperation depend on the characteristics of teachers and students; Are the students more inclined to rely on their own potentials and not cooperate? These and many other questions related to student cooperation are imposed on teacher practitioners, but also theorists and scientists whose concerns are didactics, psychology, communicology and sociology. By studying cooperation, Slavin (1977) points out that people who cooperate come to like each other as one of the most significant finds. He corroborates this information with subsequent research, determining that students who cooperate in class show greater liking (Slavin, 1990). Cooperation is a prerequisite for cooperative learning whose importance is determined in numerous studies (see Jacobs et al., 1997). By respecting the specificities of each school subject, teachers should create situations in which students can cooperate. Significant number of students do not know how to cooperate and should be instructed (Genç, 2015). The importance of preparing students for cooperation is stressed by numerous authors (Johnson & Johnson, 2006; Webb, 2009). Teachers are sometimes not aware of this fact, feeling that all students possess the skills enabling them to cooperate with others, and they consider these skills to be equally developed in all students. Such approach could lead to unwanted results. Precisely because of this, a need arises for improving the model „*Learning Together*‟, which is directed to learning cooperative skills (Johnson et al., 2008). The idea of cooperation implies peer help and joint action, the class collective becoming excellent surrounding for such activity. Since students probably won't manage to spontaneously or effectively cooperate (Buchs et al., 2016), it is up to the teachers to develop these abilities and perfect them. The stated authors have done a research on the student sample (N=185) at university, where the relationships were mostly competitive, and they detected the increase in cooperation if they motivated and instructed the students about how and why of cooperation. By cooperating, students gain new academic knowledge, but maybe more importantly, they learn to share, help and respect each other, create compromise, acknowledge mistakes and appreciate the opinion of others. Peer acceptance is extremely important for students, and this need becomes even more pronounced in the time of adolescence. Students who don't achieve a satisfactory level of quality interactions with other students and are not accepted do not feel comfortable in class and spend time in school unwillingly, so it is not surprising they avoid to participate in class activities (Bubić & Goreta, 2015). Besides, these students feel less worthy and rejected (Bierman, 2004). The talk of positioning students in the centre of the teaching process and achieving their active role in it is becoming more and more pronounced. However, the extent to which the mentioned shift has been realised and in which ways is not yet fully clear. Student activity and their orientation towards problem solving is increased by motivating student cooperation. It is one of the steps forward in the direction of more quality teaching and more satisfied students.

Teacher support

The role of teachers as competent connoisseurs and mediators of information in today's global and highly technologically developed world has long since been overcome. Students use mobile phones and tablets before they start school, find games they like, download and play them. By mastering reading and writing skills, availability of information becomes easier and wider. It is therefore necessary for teachers to direct their efforts to other activities. The support teachers give their students is one of those activities. Numerous authors stress that the aforementioned support significantly influences children's emotional, social and moral development (Williams & Deci, 1996; Raboteg-Šarić et al., 2009). Research conducted in the Republic of Croatia points to the significance of support for school success because students with excellent marks, as opposed to others, estimate they receive greater support (Blažeka Kokorić et al., 2011). The frame of affection theory (Bowlby, 1988) stresses that a child receives necessary love, care, protection, security and support in the family with established quality child-parent relationships, which is a predictor of not only quality peer relationships in adolescence but also of mental health. Surely, other factors also influence the establishment of social relationship between children and their environment. One of the extremely important factors in the extremely important in the context of education is support that teachers give their students. Social-cognitive theory accentuates that students acquire numerous skills by observing others performing them (Bandura, 1986) and, in the school context, teachers are the ones representing the model students learn desirable forms of behaviour from. Teacher support has a positive influence on students' wellbeing (Van Ryzin et al., 2009), their success (Wang & Eccles, 2013), motivation and the sense of belonging (Wentzel, 2012). Students of higher primary school grades (younger adolescents) who realise highly quality relationships with at least one adult in school who is not a relative and cares about their feelings, developmental needs, understands them and enjoys working with them, have greater chance of being successful in school (Jackson & Davis, 2000). Students who feel that teachers accept and appreciate them feel happier and more comfortable in class, have more fun during lessons, as opposed to those students who believe their teachers don't care about or ignore them. During class activities, these students feel dissatisfied, disinterested and even angry (Furrer & Skinner, 2003). Research results indicate that indicate that quality of relationships between students and teachers diminishes over time (Pianta & Stuhlman, 2004; O'Connor & McCartney, 2007; Jerome et al., 2009). Efficacy of teacher support reflects not only in a wide range of expert and professional teacher competences and his/her teaching skills but also in human qualities of empathy, patience and humbleness (Delors, 1998, acc. to Jagić & Jurčić, 2006). The importance of teacher support is seen in the fact that by giving support teachers send a message they are interested in students, their work and progress. In doing so, teachers should not give support only in acquiring knowledge. With respect for students' mutual differences, this support should also be directed to motivating students and developing their self-respect. Only in such a way teachers can show

sincere care and interest for every student's personality. The results of a longitudinal study (N=2585) on students in grades six to eight show that those who feel they gain greater teacher support are less depressed and more self-confident (Reddy et al., 2003). Students perceive and appreciate the support teachers give them. They realise quality interaction with these teachers, establish more sincere relationships and build relations of trust and mutual appreciation. When troubled, students will turn to these teachers knowing they will find an acceptable solution to their problem. Sadly, the lack of or insufficient teacher support can have negative consequences on student success, his/her attitudes, sense of satisfaction with school and life in general. Many researches talk about the consequences of negative and poor relationships between students and teachers (Jennings & Greenberg, 2009; McCormick & O'Connor, 2015). Positive student-teacher relationships are equally important in all school subjects because students have a constant need for social and emotional support, regardless of the teaching contents (McCombs & Miller, 2006). Teacher support is important for students of both genders, for students on all levels of education, the ones with disabilities, and gifted students. Surely, the forms and intensity of teacher support to different student groups cannot be equal, so a differentiated approach which entails good professional, expert and pedagogical-methodological preparation is expected. Last but not least, we are of the opinion that teachers should also receive the appropriate level and quality of support from their colleagues, school's expert associates, competent authority institutions and local community. Only a teacher with ensured, comprehensively designed and long-term support plan can provide such support for his/her students. Also, systematic research of this issue is also required.

The goal of this research was to examine how students of the sixth and seventh primary school grades assess the realisation of cooperation in classes and provision of teacher support, depending on the school subject and some socio-demographic characteristics of teachers.

The work sets the following hypotheses:

H 1 - Students realise cooperation and receive support from teachers in class equally.

H 2 – A positive correlation is expected between cooperation and teacher support given to students.

H 3 – A difference in cooperation and giving support depending on the school subject is not expected; Croatian, maths and geography teachers can, taking into consideration the specificities of the subject, realise cooperation between students and provide support in their work.

H 4 – A correlation is expected between teachers' education degree and years in service and the results on the Cooperation and Teacher Support scales.

Methods
Participants

Sample consisted of students from eleven primary schools in Sisak-Moslavina County in the Republic of Croatia (N=650), i.e. 306 students of the sixth grades (47.08%) and

344 students of the eighth grades (52.92%). Considering gender, sample was comprised of 319 male (49.08%) and 331 female students (50.92%). Average age of the students was 13.4. Also, data about the subject teachers (N=69) were gathered: Croatian, maths and geography teachers. The following teachers' socio-demographic characteristics were represented in the gathered data: gender, degree of education and years in service. The teacher sample included only five male subjects (7.2%), out of which 21.7% had a college degree and 78.3% a university degree. The average number of in-service years is 16.13. The research was implemented during March 2017.

Procedure

The research was implemented in groups during one school lesson. Participation was anonymous and voluntary, in accordance with the Ethical Research Involving Children code. Before the beginning of the research, students were acquainted with the purpose of the research and the procedure of filling out the questionnaire.

Instrument

For the purpose of the research, a questionnaire consisting of two scales, **Cooperation** and **Teacher Support,** was used. The scales were adopted from the modified questionnaire *What Is Happening in This Class* (*WIHIC*), developed by Fraser et al. (1996) and translated to Croatian for the purpose of this research. Both scales are applied regarding three school subjects: Croatian, maths and geography. The students filled out separate questionnaires for each of the three aforementioned subjects in a single testing. **Cooperation** scale examined the assessment of cooperation and help between students. This scale incorporated seven claims (Table 1). **Teacher Support** scale determined the extent to which teachers help the students, trust them and are interested in them. This scale included eight claims (Table 1).

Table 1

Claims incorporated in Cooperation and Teacher Support scales

Cooperation	Teacher Support
When I work on an assignment, I share my school equipment with other students.	Teacher's questions about the covered content are comprehensible.
When I work on an assignment, I cooperate with other students.	Teacher gives his/her best to help me.
I participate in class activities with other students.	Teacher monitors my progress.
I gladly cooperate with other students in my class.	Teacher helps me when I have problems in my work.
I learn from other students in my class.	Teacher talks to me.
Mostly all of us do the work during group assignments.	Teacher is interested in my problems.
I work on projects with other students in my class.	Teacher takes into consideration my perception of classes.
	Teacher appreciates me as a person.

Likert type scale was applied (ranging from 1 – I completely disagree to 5- I completely agree). Students' assessments pertained to 69 teachers. Distribution of teachers according to the school subject they teach was: Croatian (N=27), maths (N=21) and geography (N=21).

The obtained data were processed with statistical package SPSS, Version 20.0.

Results and Discussion

Table 2

Display of descriptive data about the average results on the items (N=650)

	N	Minimum	Maximum	M	SD
1 S - When I work on an assignment, I share my school equipment with other students.	650	1.00	5.00	4.26	0.81
2 P - Teacher's questions about the covered content are comprehensible.	650	1.00	5.00	4.02	0.76
3 S - When I work on an assignment, I cooperate with other students.	650	1.00	5.00	4.16	0.82
4 S - I participate in class activities with other students.	650	1.00	5.00	4.28	0.78
5 P - Teacher gives his/her best to help me.	650	1.00	5.00	4.10	0.84
6 P - Teacher monitors my progress.	650	1.00	5.00	4.02	0.83
7 P - Teacher helps me when I have problems in my work.	650	1.00	5.00	4.15	0.81
8 P - Teacher talks to me.	650	1.00	5.00	3.87	0.91
9 S - I gladly cooperate with other students in my class.	649	1.00	5.00	4.35	0.76
10 S - Mostly all of us do the work during group assignments.	649	1.00	5.00	3.89	0.99
11 S - I learn from other students in my class.	650	1.00	5.00	3.50	1.06
12 P - Teacher is interested in my problems.	650	1.00	5.00	3.36	1.05
13 P - Teacher takes into consideration my perception of classes.	650	1.00	5.00	3.86	0.92
14 S - I work on projects with other students in my class.	650	1.00	5.00	4.08	0.954
15 P - Teacher appreciates me as a person.	650	1.00	5.00	4.09	0.948

Basic descriptive values of claims displayed in Table 2 show greatest assessments for item 9 - *I gladly cooperate with other students in my class* (M=4.35, SD=0.76), followed by items 4 - *I participate in class activities with other students* (M=4.28, SD=0.78) and 1 - *When I work on an assignment, I share my school equipment with other students* (M=4.26, SD=0.81). All three stated claims relate to cooperation between the students. The lowest assessment on the Cooperation scale was given to claim 11 - *I learn from other students in my class* (M=3.50, SD=1.06), which implies that students do not perceive

their peers in class as persons they can learn from. Furthermore, item 10 - *Mostly all of us do the work during group assignments* also points to somewhat lower assessment and dissatisfaction with equal distribution of work in a group.

Highest assessments on the Teacher Support scale are given to items 7 - *Teacher helps me when I have problems in my work* (M=4.15, SD=0.81) and 5 - *Teacher gives his/her best to help me* (M=4.10, SD=0.84). It is obvious that teachers help students in their work and they truly put all their efforts in doing so. The lowest assessment by far on both scales is given to item 12 – *Teacher is interested in my problems* (M=3.36, SD=1.05), which implies the lack of understanding for students' life problems. Students expect teachers to give them support not only in class activities and work but also show interest for their everyday problems. A relatively low assessment given to item 8 - *Teacher talks to me* (M=3.87, SD=0. 91) indicates insufficient communication between teachers and students.

Differences in assessments of cooperation and support

Table 3

Display of descriptive data about the average results on the Cooperation and Teacher Support scales (N=650)

	N	Minimum	Maximum	M	SD
Cooperation - average	648	1.05	5.00	4.07	0.65
Support - average	650	1.38	5.00	3.93	0.71

Analysing the arithmetic means, we can notice that the teachers' assessments of Cooperation and Support are pretty high (Table 3). However, it is evident that students assess cooperation higher (M=4.07, SD=0.65) than support (M=3.93, SD=0.71). The results displayed in Table 3 were obtained as a calculation of the average results of all three applications of the Cooperation scale (the sum of average cooperation results in Croatian, maths and geography divided by 3) and represent the measure of the realised cooperation and given support. The obtained results indicate that teachers are not equally directed to ensuring cooperation between students in classes and to giving support in the work, so hypothesis H1 is rejected.

Providing support has great significance for both students' academic achievements and their social and emotional development. To show honest care, interest and empathy is every teacher's obligation and students rightly so expect to be treated precisely like that – as appreciated individuals. Students' assessments about the given support is quite high, but leaves room for improvement.

Table 4

Display of Pearson correlation coefficient for the average results on the Cooperation and Teacher Support scales (N=650)

		Cooperation - average
	Pearson coefficient	.54**
Support - average	Sig. (2-tailed)	.00
	N	648

** p < 0.01

By calculating the correlation between Cooperation and Teacher Support scales, a moderate positive correlation of the stated variables has been established (r=.54), which means that the higher the result on the Cooperation scale, the higher the result on the Teacher Support scale. The obtained results confirm H2. Students who give higher assessments to mutual cooperation and help in classes also assess the received teacher support as higher, i.e. consider that teachers help them, trust them and are interested in them. We should bear in mind that the results are of correlational nature and consequential cause-effect conclusions are not possible. It is possible that some third variable (e.g. students' characteristics or class atmosphere) had an impact on the results. Possible explanation of the given results could be that one part of the teachers, due to their personal traits and professional competences, is directed towards realising quality and efficient teaching. They are aware of the importance of cooperation between students and providing them with support, and are highly motivated in realising precisely such classes.

Differences in cooperation and giving support depending on the school subject

Table 5

Display of the descriptive data about average results on the Cooperation and Teacher Support scales in the context of the school subject (N=650)

	Range	Minimum	Maximum	M	SD
Cooperation - Croatian	4	1	5	4.09	0.64
Support - Croatian	4	1	5	4.00	0.81
Cooperation - maths	4	1	5	4.01	0.83
Support - maths	4	1	5	3.95	0.96
Cooperation - geography	4	1	5	4.11	0.76
Support - geography	4	1	5	3.85	0.98

It is visible from Table 5 that all basic points of the Likert scale are represented in the answers, with the arithmetic means ranging from M=3.85 to M=4.11. Such values point to positive assessments of cooperation and support (3 - I neither agree nor disagree, 4 – I agree). Table 5 shows that the participants assess cooperation as more present than support for all school subjects, which is accentuated the most in geography. In general, students feel that their mutual cooperation and help in classes is more present that help and support they receive form the teacher. A possible explanation could be that students are more directed to peer cooperation due to the lack of teacher support. Although the differences in assessments are not high, they exist, so H3 is rejected. Statistical significance of the stated differences was not tested.

It is visible form Table 6 that correlations between the assessments of cooperation in various school subjects are moderately high (r=.61 do r=.71), the highest being the correlation of cooperation in Croatian and maths (r=.71). Correlations of support assessed in various subjects are low and in range between r=.35 and r=.45. Potential

explanation of such results is the fact that in most part cooperation depends on the students themselves: they mutually cooperate depending on their characteristics and capacities they bring to each school subject. Due to this fact, the assessment of cooperation of the same students in different school subjects is positively linked. On the other hand, the support a teacher gives the students depends on the traits and competences of each individual teacher. Therefore, it is understandable that correlations of the assessments of support given by different teachers in various school subjects are low.

Table 6

Display of intercorrelations of the average results for teachers on the Cooperation and Teacher Support scales, with regards to different school subjects (N=650)

	Pearson Correlation					
		Support-Croatian	Cooperation-maths	Support - maths	Cooperation-geography	Support - geography
Cooperation-Croatian	Pearson Correlation	.422**	.713**	.298**	.628**	.282**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	650	650	650	649	650
Support–Croatian	Pearson Correlation		.303**	.421**	.317**	.453**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		650	650	649	650
Cooperation-maths	Pearson Correlation	.303**		.495**	.610**	.285**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	650		650	649	650
Support-maths	Pearson Correlation	.421**	.495**		.309**	.349**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	650	650		649	650
Cooperation-geography	Pearson Correlation	.317**	.610**	.309**		.561**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	649	649	649		649
Support-geography	Pearson Correlation	.453**	.285**	.349**	.561**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	650	650	650	649	

** $p < 0.01$

Differences in cooperation and giving support depend on some characteristics of the teachers (gender, educational degree and years in service).

Due to a small number of male subjects (N=5) in the sample, gender analysis was not done. We assumed the existence of differences depending on the educational degree, expecting higher assessments for teachers with university degrees, as opposed to the ones with college degrees. Teachers with university degrees were educated for 4 or 5

years in order to acquire the necessary competences for working in school, as opposed to teachers with college degrees, whose education lasted two years. We expect that longer education yielded teachers' more quality professional, pedagogical and methodological competences, which would in turn reflect on the realisation of better cooperation in classes and giving more versatile support to students. We expect that teachers with fewer years in service will realise greater level of cooperation and support than teachers with more years in service. Teachers with fewer in-service years, owing to more recent information acquired in the course of their recent studies and their enthusiasm, will be more directed towards realising cooperation and giving support to the students. On the other hand, teachers with more in-service years will not be so oriented to motivating and realising cooperation and support due to routine and rooted working habits. By analysing the connection between teachers' educational degree and years in service with the results on the Cooperation and Teacher Support scales, we did not notice any significant correlations between the results. However, with great dose of caution in the interpretation of the obtained results, the lack of significant correlation between educational degree and in-service years with cooperation and support could point out to quality realisation of permanent educational programmes. The realisation of these programmes manages to compensate eventual drawbacks of initial college education and shorter work experience with team work, professional trainings, following expert and scientific literature, workshops and more accessible information, especially on the web. Based on the authors' experience, not only in formal meetings but also in the school hallways, teachers have a tendency to analyse classroom situations, applied methods and forms of work, and their own work's efficiency. By sharing positive (and sometimes negative) experiences they perfect their professional competences and, in doing so, the classes. Since statistically significant difference was not determined, neither with regards to educational degree nor years in service, we fully dismiss H4.

Conclusion

Good relationships with other people present the basis for establishing communication, friendship, cooperation and help. The need for creating good relationships is extremely important. Students are not the only ones who start relationships with their peers, teachers and adults in school: teachers also establish relationships with other teachers. A positive and pleasant atmosphere resulting from „healthy" relationships makes possible for both students and teachers to function well and feel appreciated and accepted. In such a way, teaching, realising planned educational goals, and social and emotional students' development will all be facilitated and more productive. Therefore, raising the quality of relationships, and this work puts an emphasis on cooperation and support, is an important pedagogical and didactical task.

This work has examined the way students of the sixth and eighth primary school grades assess the realisation of cooperation and teacher support in Croatian, maths and geography lessons. The results show that teachers are more directed to providing

cooperation between students in classes than on giving them support in the work. Furthermore, teachers in the course of whose classes students realise better cooperation also give a higher level of support.

There is a lack of such research in the Republic of Croatia, so we feel it would be advisable to conduct similar research and that longitudinal monitoring would be methodologically more appropriate. We are of the opinion that teachers should be additionally educated about the ways of securing conditions for cooperation between students and ways of giving them better and more quality support. In order to achieve it, the first step should be raising awareness of cooperation and support in classes, pointing out the possible positive effects, both in education and upbringing. There are numerous programmes in the world about the development of collaborative learning and its implementation in classes (Baloche & Brody, 2017). The results of our research could have implications for designing programmes for teacher education in Croatia that should predict additional instruction into the ways of motivating and realising cooperation between students and providing support.

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Međuvršnjačka suradnja učenika i učiteljska podrška u nastavi različitih nastavnih predmeta

Sažetak

Suradnjom među učenicima ostvaruju se kvalitetni međuvršnjački odnosi, dok pružanjem učiteljske podrške zahvaćamo u odnos učenika i odraslih osoba. Brojna istraživanja ističu važnost oba odnosa. Svi učenici ne posjeduju vještine koje im omogućuju suradnju s drugima te je na učiteljima da im pomognu razvijati ih i usavršavati. Podrška koju učitelji pružaju učenicima značajno utječe ne samo na njihova akademska postignuća, već i na njihov emocionalni, socijalni i moralni razvoj. Cilj istraživanja bio je opisati kako učenici doživljavaju svoju međusobnu suradnju te podršku koju primaju od učitelja na različitim nastavnim predmetima. Istraživanjem je obuhvaćeno 650 učenika šestih i osmih razreda iz 11 osnovnih škola Sisačko-moslavačke županije, Republika Hrvatska, prosječne starosti 13,4 godina te njihovih 69 predmetnih učitelja. Primijenjeni upitnik sastojao se od dviju skala, Suradnja i Podrška učitelja. Navedene skale preuzete su iz modificiranoga upitnika What Is Happening In This Class (Fraser, Fisher i McRobbie, 1996). Obje skale primijenjene su na tri nastavna predmeta: Hrvatski jezik, Matematiku i Geografiju. Dobiveni rezultati ukazuju na to da su učitelji usmjereniji na osiguravanje suradnje među učenicima tijekom nastave nego na pružanje podrške u radu. Nadalje, učitelji na čijim se nastavnim satima ostvaruje bolja suradnja među učenicima, ujedno pružaju i višu razinu podrške. Učenici procjenjuju da najviše surađuju u nastavi Geografije, ali istovremeno, na toj nastavi dobivaju najmanju podršku učitelja. Nije dobivena povezanost stručne spreme i godina staža učitelja s rezultatima skale Suradnja i skale Podrška učitelja.

Ključne riječi: *podrška; suradnja; učenici; učitelji.*