DIMENSIONS OF INTERPERSONAL TEACHERS’ SKILLS IN SCHOOL ENVIRONMENT

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Abstract

The educational area is one of the most complex and most responsible areas of human activity. The educational process signifies a multi-dimensional reality, which implies relationships between teachers and students, teachers and school associates, students and parents, teachers and parents, actually implies the relationships of all factors of that process. The teacher greatly influences the effectiveness of teaching, interaction, and relationship in the classroom, because of that many research focuses on teacher skills that affect the quality of interpersonal relationships. Pedagogical communication is realized through the interpersonal, intrapersonal and social relations of the factors of the educational process. The quality of the relationship in the process of education is the result of the teacher's relationship with the students on the one hand and the relation of the student towards the teacher on the other. The dimensions of the teacher’s interpersonal skills, which will be further emphasized below, are supporting for students, control, empathy towards students, teacher motivation for students, and cooperation with parents. Good quality relationship with students established teachers who are realistic, who appreciate the students and who are empathetic, and who show a way how to share their feelings with the students. These feelings include warmth, care, and sympathy. Teachers who appreciate students accept them and show respect for them, taking into account the specific characteristics, aspirations, opportunities, and interests of students. The cooperation of teachers and parents is also featured. Cooperation is highly dependent on the personality of the teacher, his commitment and attitude which has towards parents and towards cooperation. Since cooperation implies a reciprocal process, it is necessary to have the same engagement and motivation of the parents themselves to cooperate with the teachers, so the cooperation can be complete. Successful educational work is only possible within a quality school environment. For this reason, one of the main goals of the educational process is to establish the optimal interpersonal relationships on which the interpersonal communication of the factors involved in the educational process is based.

The aim of this paper was to determine the frequency of occurrences of some interpersonal teachers’ skills which contribute to the construction and maintenance of a positive school environment and the differences in appearance with regard to gender, age and work experience in the profession of teachers. For the purpose of this study, 100 teachers from 8 elementary schools from Zadar were examined. Out of this there were 80 female and 20 male respondents. We used a questionnaire containing 75 statements that examined five dimensions of teacher interpersonal skills using Likert scale. The data analysis first shows the frequency response of the examined skill. Then there was a comparison of the gender, age and work experience of the teacher. Research has shown that teachers mostly use medium and high support, control and empathy with the students, motivating students and cooperation with parents. The results also showed that male respondents used more control over the classes than female respondents, while they cooperate more closely with parents than male respondents.

Keywords: cooperation, interpersonal skills, school environment, student, teacher.

1 INTRODUCTION

Pedagogical management puts human resources management in its focus as a key factor for achieving educational goals. In order to achieve these objectives is very important atmosphere and positive school climate in which takes place the educational process. According to Battistich et al., 2004, the optimum learning environment is characterized by a school that is perceived as a supportive community of students and teachers, in which they care for each other, together make important decisions and set common goals, values and norms [9].

One of the most important factors of a positive school climate is a teacher. Because of its importance in determining the quality of education and quality school, the teacher becomes the subject of many
research. It greatly influences the effectiveness of education system reform, teaching efficiency, interaction and classroom relationships, so many research focuses on teacher traits that affect the quality of interpersonal relationships [19].

Teaching style is a general orientation of teachers' behavior in the classroom, which implies all teaching processes, and is determined by the personality of the teacher himself [17]. A large number of researchers focus on human characteristics and behaviors when studying and determining the traits of teachers, because the humanity of teachers in interaction with students contributes to the quality of relationships, better results in work and learning, and the creation of a positive climate in the classroom [19].

Anderson 1969, [3] devotes special attention to the study of the socio-emotional climate in the classroom, which he sees through the prism of teacher-student relationship. Emotional climate is a unique experience of each individual within the group, influences his group experience, the spirit of the group, the formation of individual and group goals and activities, the activities that address the problem, and the form and size of interpersonal interactions in the group. The same author, therefore, defines two types of teacher behavior towards students, which often occur in incomplete form and are not always the opposite: it is dominant and integrative behavior of teachers. The dominant behavior of teachers is manifested by the excessive control of teachers, it tastes and seeks to reduce the originality of individuals in the classroom, reduces the space needed to develop the individual's personality of the student, does not care about the student's desires, needs and goals, does not admit and disregards individual differences between the students and exerts adapt them to that standard. On the other hand, integrative behavior of teachers reflects the democratic processes in the group, freeing up space for the development of each individual and its characteristics. Therefore, in a democratic climate, which is most appropriate in school and class, the conditions for learning and dialogue prevail, and the teacher promotes self-reliance, creativity and self-initiative of students during the teaching process. There are no completely pure styles of a teacher: the same teacher can change his or her style of behavior depending on the situation in which it is located and this characteristic is even desirable [3], [17]. We can conclude that it is not necessary that the teacher has a certain style of behavior and classroom management, but what kind of interpersonal skills used and how often. The dimensions of the interpersonal skills of teachers that will be discussed in this paper are: student support and control, empathy towards students, teacher motivation for students, and cooperation with parents.

2 DIMENSIONS OF INTERPERSONAL TEACHERS’ SKILLS

In literature there are several terms used to indicate the skills, some as synonyms, some as narrow area of the general concept. The term skills means the actual behaviors that manifest to each person to achieve a certain goal [16]. Author Žižak [20] tries to delineate some of the most frequently used terms. Table 1. shows the conceptual definition of terms.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>SOCIAL COMPETENCE</td>
<td>The term denoting a complex construct. It consists of behavioral, cognitive and emotional variables necessary for achieving adequate social relations and desirable social results. Social competence is an evaluation term based on the assessment that a person is able to perform a specific social task.</td>
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<tr>
<td>SOCIAL SKILLS</td>
<td>The term primarily refers to the behavioral (apparent) side of social competence. In doing so, social skills include different behaviors - interpersonal behaviors, task-oriented behaviors and moderate behaviors. Thus, social skills are specific behaviors that individuals manifest in specific social situations.</td>
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<tr>
<td>COMUNICATION SKILLS</td>
<td>The term primarily refers to the group of verbal and nonverbal behaviors that emerge in communication situations (situations of encounter, exchange and mutual influence of two or more people).</td>
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<tr>
<td>INTERPERSONAL SKILLS</td>
<td>The term refers to that group of social behavior that is particularly important for building and maintaining interpersonal relationships.</td>
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<tr>
<td>LIFE SKILLS</td>
<td>It also refers to the ability to choose adaptive and positive / prosocial behavior that enables the individual to successfully carry with the diverse demands and challenges of everyday life.</td>
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Interpersonal skills are focused on the influence that one person has in communication with one another. Key elements of interpersonal skills are: respect for others, and an attention to the importance of the other person, be present in spirit keeping in mind the importance of the relationship that we have with that person and be interested in establishing communication and maintaining relationships [5]. The influence of teachers and their interpersonal skills on the quality of the atmosphere is not only important, but also crucial, as many studies have shown that the quality of teacher work and its competence have a greater impact on the quality of the educational environment than the impact of school organization, school management and other material conditions [9].

2.1 Support and control

A proportionate relationship between teacher support for student and control can be seen as a basic skill that a teacher needs to possess and which is complemented by other teacher skills. The concept of support for student autonomy interprets as an interpersonal orientation between the authority of teachers and students, in the way that teacher respects the student’s perspective, provides important information and choices and encourages the assumption of responsibility for his / her own work and behavior, doing all this with the minimal use of control [17]. In a successful educational process, the teacher determines whether the students have clarified the goals for their lesson, seeks to be responsive to the students' needs and abilities, cares about the interests of the students, the context of the lesson, also cares about the preparation for the work, the materials, notes and works especially for students with special educational needs, provides additional explanations for certain aspects of topics that require more detailed monitoring [10].

2.2 Empathy

The emotionally warm classroom climate is characterized by emotional closeness, empathy, emotional intelligence developed and its proper behavior, respect, dignity, a sense of psychological security and affiliation, a positive image of oneself, meaningful behavior, a sense of personal competence development and pride; all mentioned above refers primarily to teacher behavior towards students [4]. Empathy includes both intellectual and affective sphere of human personality which is why it is a complex ability, although Bratanić [3] finds and concludes that some authors emphasize emotional and other cognitive elements. Kalliopuska defines empathy as a coherent process within the organism, which includes several aspects of the organism: psychological aspect, kinesthetic, affective and cognitive. The same author states that many authors believe that the affective elements of empathy include sensitivity to the feelings of another person, the ability to empathize, and the actual identification with another person’s condition [7].

Coetzee and Jansen [4] state that empathy requires patience, sensitivity, openness, and willingness to truly understand. The secret is to give the students what we want to receive: love, support, respect, consolation and acceptance and we will get it back from them.

2.3 Motivation

Motivation is the guiding of a particular person's behavior to meet his / her needs. Jukić [6] points out that the problem with motivation is that it can be changed and measured only indirectly; motivation reflects a certain form of behavior, effort, commitment, and the final outcome that a person has achieved. The motive represents an inner abstract construction that is a product of psychological and physiological processes. Ryan and Grolnick, 1986 [6] point out that the teacher's encouragement of student autonomy has a positive impact on increasing their intrinsic motivation, desire for challenge and curiosity.

2.4 Cooperation with parents

In Croatia, the term "co-operation with parents" is commonly used [11] to emphasize communication between parents and teachers, which also includes formal and informal forms of relationships. For this reason, the term "parental participation / engagement" or "working with parents" is used less, as the first term refers to the only planned and most often short-lived activity of the parent in the work of the institution, while the other term is too broad and too high. Many researches document the correlation between student achievement and parental involvement in school and school activities [15], which is just one of many indicators on the importance of school and parent cooperation. Teachers' cooperation with parents largely depends of the personality of the teacher, his engagement and attitude towards parents and cooperation. Since cooperation implies a reciprocal process, the same
involvement and motivation of parents and teachers is needed to ensure full cooperation [3]. It is extremely important for teachers to be aware not only of their obligations to cooperate with parents, but also the obligation to possess the knowledge and skills necessary to establish and develop a successful co-worker relationship with parents.

3 METHODOLOGY

The aim of this research was to determine the frequency of the appearance of some interpersonal skills of teachers, those skills that contribute to the construction and maintenance of a positive school climate and the differences in appearance regarding gender, age and work experience of teachers. Interpersonal skills related to supporting student, control, empathy, motivating student, and cooperation with parents.

Considering the aim of the research two hypotheses have been set:

H1: Teachers often use interpersonal skills such as supporting student, control, empathy, motivating student, and cooperation with parents;

H2: There is a difference in the occurrence of dimensions of interpersonal skills of teachers regarding gender, age and work experience.

For the purpose of this study, 100 teachers from 8 elementary schools from Zadar were examined. Out of this there were 80 female and 20 male respondents. Fig. 1 and Fig. 2 show the distribution of respondents according to their age and work experience.

For this study used a questionnaire which consisted of 75 claims that, by using Likert scale examined five dimensions of interpersonal skills of teachers. Some of the claims have been taken from existing research or compiled from professional literature. Claims were formed using the following questionnaires: A support questionnaire versus the challenge of class interaction [12], Questionnaire for Teachers (Self Evaluation of Schools 2003/2004), The scale of the teaching atmosphere [2], Self-Testing Test: What is your classroom management style? [13], Questionnaire for professors, from the analysis of the self-evaluation survey of one school in Labin (Electronic Self-Evaluation SŠMB, 2013), Survey questionnaire [1], Inventory attitudes and beliefs about control in the classroom [14], Self-Assessment Form - Curriculum Analysis (Croatian Agency for Education), Parents' views on cooperation with the school [8], Report of survey conducted for teachers and parents (research of Elementary School Mladost, Osijek, 2011).
4 RESULTS

4.1 The frequency of the occurrence of certain skills

The first skill studied was the support of teachers to students. It was shown that the respondents most agree with the statement "I am trying to ensure that the instructions are clearly explained and understandable to the students" (M=1.21 SD=0.46). The results of this statement clearly point to teacher support for students. With the statements "I'm pointing to the goals, content and course of the teaching unit" (M=1.53 SD=0.76), the results show that most teachers almost always use this mode. The explanation of such results is in the fact that explaining the instructions and their repetition, referring students to the goals, content and course of teaching is the basis for a positive, constructive and supportive relationship of teachers to the students. The claim "Students who are faced with basic problems in school, receive adequate support taking into account the privacy, confidentiality and dignity of students" refers to a lot of agreement of respondents (M=1.50 SD=0.69). Which means that teachers provide support to students in a way to care for the students in the problem and to respect their rights to confidentiality, openness and discretion. "I change my way of working when it is needed to help a student" (M=1.59 SD=0.65). The results show that every other teacher always or almost always changes his or her way of working when it is needed to help a student. Teachers' responses to this claim point to the support of the students, which is based on a combination of different styles of teaching, different methods and strategies of teaching students, depending on the student's specific learning needs [18]. With the statement "I break the student while saying something wrong" the results show (M=3.16 SD=0.86) that this is a negative statement, its distribution of results indicates the support of the teacher to the students. We can conclude that teachers respect the students they talk to and allow him to complete his thoughts and not interrupt him if he is saying something wrong. Listening to and respecting the other person is an important condition of constructive and positive dialogue.

Furthermore, the frequency of the occurrence of the skill that is reflected as a control of the teaching was considered. The statement "I ask students to supply materials for classes and homework" shows statistically greater agreement of teachers (M=1.81 SD=0.85). In this way, teachers want to establish discipline, develop responsibility for students, and improve the efficiency of teaching, which certainly has an impact on a better classroom climate. The statement "I find that certain students do not dominate in discussions or activities" also shows a great agreement of respondents (M=1.97 SD=0.72). With this activity, teachers are trying to control and evenly distribute the time and attention of students in a way that respects the rights and duties of each student to equal participation in the discussions and teaching activities. The statement "I allow the movement in the class" (M=3.38 SD=0.74) is negative direction, and the results show that the majority of teachers tend rare permitting movement in the class, which ultimately points to the tendency of teachers to establish control and discipline in the classroom. The statement "Stimulating students to express their own opinions and feelings" shows a great agreement of respondents (M=1.44 SD=0.57). Most teachers agree that they always or almost always encourage students to express their opinions and feelings. The statement "Encouraging students to seek out the rules and ways of expression" (M=1.63 SD=0.68) showed that almost half of teachers always or almost always encourage students to seek new rules and ways of expression. The statement "I allow students to choose which way they want to find a solution to a task" shows the consensus of respondents (M=1.83 SD=0.77). Encouraging students to autonomy and expressing their opinions is the basis of active teaching of students, which proved more useful and effective than direct, passive teaching [18]. The control of the classroom is set up by the effective leadership of the class, and this includes the respect of each other, good communication, and exchange of opinions and setting of rules in the classroom.

The following assignment was to determine the frequency of the occurrence of the skill that is manifested as the teacher's empathy towards the students. The statement "Emotional well-being of students is more important than their success" shows a great agreement of respondents (M=1.72 SD=0.74). The results show that the emotional component, which is the core of each socioemocional relationship, is important and present in the work of teachers. The statement "I believe in my students" also shows a great agreement of respondents (M=1.86 SD=0.67). Consensus of teachers about trusting students means that they have a positive relationship and higher empathy towards the students. The statement "It is important for me to have a good relationship with the students" shows a great agreement of respondents (M=1.25 SD=0.52). The results undoubtedly point to high empathy for the students. Confidence between teachers and students is an important component of further development of their relationship, and these results show that teachers are ready to trust their students, thereby improving and maintaining a good relationship with their students. We cannot expect to have a good relationship with a particular person if we do not trust her. In the statement "I react when I see a stressed student" (M=1.44 SD=0.57), the teacher's consistency is large and points to the developed empathy for the students. The care of
teachers for the psycho-emotional state of the student, their level of stress and the effort to ease this stress greatly contributes to a positive psycho-emotional climate in the classroom and a better relationship between teachers and students. "I accept the excuse of late-on-school students" (M=1.81 SD=0.87), the results indicate that teachers are interested in what the reason for the student's delay is and try to understand it, so the apology is taken into account. The statement "Listening to a student while walking without interrupting" (M=1.49 SD=0.59) shows the arrangement of teachers in most cases and indicates that teachers respect students as an equal partner. It contributes to their better relationship and serves as an excellent example of how students should deal in conversation with other teachers and classroom colleagues. For the statement "Students are afraid of me," the results show (M=3.69 SD=0.53) that most teachers have stated that students rarely or never have fear of teacher. This claim is negative, and the results show that teachers have a positive relationship with the students. Student's fear of teachers is one of the worst enemies of effective teaching and positive school climate. Positive climate in class strives for relaxed, confidential and positive relationship between teachers and students without fear.

Examining the occurrence of skills that manifests as motivating students has shown that the respondents have shown the greatest consensus in the statement "Active listening when a student speaks" (M=1.22 SD=0.42). The active listening of the interlocutor is the basis of positive and constructive interpersonal communication, which not only implies patient listening without interruption but also feedback and at the same time motivate the student. The statement "It is important for me that a student invests effort, not just the result," shows a great agreement of respondents (M=1.34 SD=0.54). The statement "I estimate commitment of students" (M=1.78 SD=0.85) shows that while the assessment is generally taken as a measure of knowledge, teachers is also clear that grades are not absolute and sole indicator of a student's knowledge and skills and they also takes into account the students' own efforts. Attempting can, but does not necessarily have to be evaluated, although evaluation serves as one of the more concrete motivations of students in their desire for further progress and learning. In the statement "I encourage students to take responsibility for their work" (M=1.31 SD=0.46) more than two thirds of teachers agree that they always or almost always encourage students to take responsibility for their work. Similar results were found in the statement "Stimulating students not to give up when their work is difficult" (M=1.49 SD=0.63). More than half of teachers agreed that always or almost always encourage students to not give up when their work is hard. On the way to their goal students often encounter difficulties, in such situations teachers help them by believing in them and their ability to really succeed in their own way and not to give up. This motivation aims to strengthen students in their efforts to achieve their own goal and autonomy in work. Taking responsibility for work is a concrete example of student autonomy and self-regulated learning, which every good teacher wants and encourages. Encouraging responsibility to act promotes motivation for further work and the autonomy of students. The statement "I try to prepare for teaching in a way that content is interesting and applicable in life" shows a great agreement of respondents (M=1.44 SD=0.61). Teacher preparation is often associated with his motivation for work itself, but is also indirectly related to motivation of students. A well-prepared teacher will not necessarily provide high motivation for the students in the classroom, but the unprepared teacher will stop the students in further motivation for work. The results of this claim showed that teachers are motivated and willing to prepare for teaching in the best possible way. The statement "I allow students to independently choose which assignments from textbooks they will try to solve" (M=3.33 SD=0.67) shows that teachers, on average, only occasionally or very rarely allow students to choose tasks. This can be explained on the one hand by teachers wanting to do pre-selected tasks that they consider themselves to be the most appropriate or representative for a specific activity, and on the other hand, sometimes they allow students to choose a task solely to motivate them to solve the task but and as an incentive to develop self-regulated learning.

The next task of research was to determine the frequency of occurrence of the skill that manifests itself as cooperation with parents. Respondents have shown great agreement in the statement "I give parents detailed information of the development and advancement of their children" and in the statement "Inform parents about cultural and sports events which involving students in humanitarian actions". The first claim shows (M=1.68 SD=0.79) that half of the teachers agreed to always or almost always give their parents detailed information on the development and advancement of their children. This distribution refers to the cooperation of teachers with parents. The second claim shows (M=1.89 SD=0.98) that nearly half of the teacher have stated that students rarely or never have fear of teacher. This claim is negative, and the results show that teachers have a positive relationship with the students. Student's fear of teachers is one of the worst enemies of effective teaching and positive school climate. Positive climate in class strives for relaxed, confidential and positive relationship between teachers and students without fear.
can honestly and openly tell the parents the status of students because in the event of problems, unpleasant situations, a simple talk about the student's life perspective greatly facilitates communication. On the other hand, teachers responded differently to the statements "I would respond to the call of the parents of a student to a home visit" (M=3.36 SD=0.96) and "I am responding to the informal meeting of teachers and parents" (M=3.14 SD=1.03). Most teachers answered how to rarely or never respond to a home visit to the parent. Also, most teachers said they rarely or never respond to an informal gathering of parents and teachers. Although cooperation of teachers with parents is prescribed by the laws and regulations, teachers often stop working on formal cooperation, which explains the results that teachers rarely decide on a home visit or any other informal social gathering.

4.2 Differences in occurrence of dimensions of interpersonal skills with regard to gender, age and work experience in teacher's profession

Examining the differences in the occurrence of these skills, the results showed the following:

![Figure 3. Differences in teacher support for students regarding gender, age, and work experience](image)

The data in Fig. 3 does not show a significant difference in teaching support for students with regard to gender, but significant changes in this dimension in terms of age and work experience. The results show that teacher support increases with age, and thus with regard to working experience. This may be due to the greater experience teachers have in their work, a better understanding of how and when to react, a better understanding of students and their needs, resulting in increased support for students.

![Figure 4. Differences in teacher control regarding gender, age and work experience](image)

In Fig. 4 it is evident that there is a significant difference in gender-based control, where men have been more dominant in establishing higher control than women. According the age of respondents, younger teachers show higher control over teaching, middle age teachers show moderate control, and
older teachers most use lower control in teaching. In terms of work experience, the results are similar: younger teachers again show the higher control, while teachers with 10 to 19 years of experience and 20 or more years show moderate control over teaching. Thus, there is a noticeable decline in teacher control with the age and the years of work experience. It can be noted that teacher support increases with age and work experience, which is inversely proportional to teacher control. It is likely that young teachers by coming to the new, for most of them to the first job, want to immediately take control of the classroom because they hope to make it easier for them to work, lead classes, establish order, work, and discipline. By gaining more experience, and thus aging, teachers recognize that there is no need for strictness, control and exaggerated formalities for the establishment of classroom, work, and discipline, but can also be achieved through joint collaboration with students, understanding, bi-directional communication, agreement, etc.

Furthermore, the results show slightly more moderate empathy for women than for men, but since the number of men in the study is small, the difference in the results of the teaching empathy to students, according to gender cannot claim with certainty. Considering the age of respondents, younger teachers and middle aged teachers are most characterized by moderate empathy. The higher empathy, which is the least common among younger teachers, is very high in middle aged teachers, and this growing trend continues in the next category - the older age - where it is in the leading position. There is a similar distribution in terms of work experience. So the empathy towards the students increases with the age and the years of working experience. It is possible that teachers with age are more sensitive to the needs and problems of the students and know how to react in a particular situation that requires this skill (Fig. 5).

Figure 5. Difference in teacher empathy regarding gender, age and work experience

Furthermore, the results show slightly more moderate empathy for women than for men, but since the number of men in the study is small, the difference in the results of the teaching empathy to students, according to gender cannot claim with certainty. Considering the age of respondents, younger teachers and middle aged teachers are most characterized by moderate empathy. The higher empathy, which is the least common among younger teachers, is very high in middle aged teachers, and this growing trend continues in the next category - the older age - where it is in the leading position. There is a similar distribution in terms of work experience. So the empathy towards the students increases with the age and the years of working experience. It is possible that teachers with age are more sensitive to the needs and problems of the students and know how to react in a particular situation that requires this skill (Fig. 5).

Figure 6. Difference in teacher motivation of students regarding gender, age and work experience
An overview of Fig. 6 shows that male respondents express lower motivation for students, while most female respondents express moderate motivation. As with the support of teachers and empathy to students, also teachers motivating students increases with age and work experience. Teachers are already familiar with the students, they are close, become more responsive to students' needs and problems, try to motivate them to follow the right way.

![Figure 7. Differences in cooperation with parents regarding gender, age and work experience](image)

The results in Fig. 7 show that there is lower male cooperation with parents, while women show the higher cooperation with their parents, then moderate and lower cooperation. Maybe the caring and more concerned for the students than men, and therefore more willing to cooperate with parents. Also, it is evident that cooperation with parents is growing with age and with years of work experience. The results can be explained by the assumption that aging and gaining experience teachers become more responsive to the needs of students, they show concern not only on school-related issues but also on other issues, are socializing with parents and are prepared to cooperate more effectively with them.

5 CONCLUSIONS

Successful educational work is only possible within the atmosphere of quality communication. One of the main goals of the educational process is the establishment of optimal interpersonal relationships based on interpersonal communication of factors involved in the educational process. High quality of interpersonal communication represents the skill that is increasingly viewed as a prerequisite for a developed and successful school. This is the skill that teachers need to possess because many studies have shown that the quality of the relationship within the school environment depends on it.

The first hypothesis of this research H1: Teachers often use interpersonal skills such as supporting student, control, empathy, motivating student, and cooperation with parents are fully confirmed. All dimensions of teacher interpersonal skills have shown a moderate or higher frequency, which means that teachers use enough interpersonal skills. The second hypothesis H2: There is a difference in the occurrence of dimensions of interpersonal skills of teachers regarding gender, age and work experience is partially confirmed. Gender variables are generally questionable due to the small number of male respondents involved, but it is still important to point out that the gender difference is more significant in the extent of control in teaching and cooperation with parents, where male respondents showed higher control and women showed higher cooperation with parents. There were no significant gender differences in the other dimensions. Due to age and work experience in all dimensions, there is a significant difference, which confirms the hypothesis that there is a difference in the occurrence of the mentioned dimensions. Skills such as supporting students, motivating student, empathy and cooperation with parents have been shown to increase with age and work experience, while the use of control in teaching is inversely proportional: control decreases with respect to age and work experience.

Precisely because many researches put teachers in the centre of their observations and studied its impact on the quality of the educational environment, this paper deals with the research of interpersonal skills of teachers as a component of a positive school climate and its value is precisely in this, and the results obtained can serve as guidelines for further research in this area.
REFERENCES


