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SINIF İKLİMİ VE ORTAOKUL ÖĞRENCİLERİNİN OKULA YÖNELİK TUTUMLARI ARASINDAKİ İLİŞKİ

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ÖZET

Öğrencilerin olumlu sınıf ikliminde eğitim almaları okula yönelik tutumlarını da olumlu etkilemektedir. Çalışmanın amacı, sınıf iklimi ile öğrencilerin okula yönelik tutumları arasındaki ilişkiyi incelemektir. Çalışmada araştırma deseni olarak korelasyonel desen kullanılmıştır. Veriler 2018-2019 öğretim yılı bahar döneminde 577 ortaokul öğrencisinden toplanmıştır. Veri toplama aracı olarak Okula İlişkin Tutum Ölçeği ve Sınıf İklimi Ölçeği kullanılmıştır. Verilerin analizinde Pearson Momentler Çarpımı Korelasyonu yöntemi ile başaklı regresyon analizi yapılmıştır. Analizler sonucunda öğrencilerin okula yönelik tutumları üzerinde sınıf iklimi boyutlarından öğretmen desteği ve doyumun en güçlü yordayıcıları olduğu ortaya çıkmıştır. Bu iki değişkenle beraber akranların birbirlerini desteklemelerinin okula yönelik güvenleri ile ilişkili olduğu; öğrencilerin kendilerini akademik olarak yeterli hissetmelerinin okula değer vermeleri üzerinde etkili bir faktör olduğu belirlenmiştir. Çalışmanın sonuçlarına göre öğrencilerin okula yönelik güven, sevgi, değer verme ve uyum sağlama duygu ve davranışlarının kazandırılmasında öğretmen desteği ile beraber yapılan etkinliklerden doyum sağlamanın oldukça önemli olduğu söylenebilir.

Anahtar Kelimeler: Sınıf iklimi, okula ilişkin tutum, öğretmen desteği, ortaokul öğrencileri

THE RELATIONSHIP BETWEEN CLASS CLIMATE AND MIDDLE SCHOOL STUDENTS' ATTITUDES TOWARDS SCHOOL

ABSTRACT

Training of the students in classes with positive climate has an impact on their attitudes towards school. The purpose of the current study is to examine the relationship between class climate and students' attitudes towards school. Prediction design was conducted from correlational designs. Data were collected from 577 teachers in the middle schools in spring term of 2018-2019 semesters. Instruments were scales of attitudes towards school and class climate. Pearson-Moment correlations and multiple regression analyses were performed to analyze data. The analyses showed that teacher support and satisfaction as the dimensions of class climate were the strongest predictors of students' attitudes towards school. Together with teacher support and satisfaction, peer support was found related to confidence in schools. Further, self-efficacy of the students about academic competence was effective in valuing school. It can be concluded that emotions, behaviors, and attitudes including confidence, love, value, and harmony would be provided through teacher support and school satisfaction gained by class activities.

Key Words: Class climate, attitude towards school, teacher support, middle school students

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1.BACKGROUND OF THE PROBLEM

School is important place where the students and teacher spend great amount of their times. Turkish Language Association (2019) defined school as place in which all kinds of education and teaching were implemented. Schools are also social systems such that staff, principals, students, and teachers are in interaction with each other. Further, principles, missions, and visions of the school determine these interactions. In this aspect, schools and classes there have a climate describing interactions, targets, and behaviors such that those determine students' attitudes towards school.

Classes and schools are significant social system. The events happen in the classes influence the school or vice versa. In this social system, students and teachers are two main actors. Students represent individual level of the school while teachers belong to institutional level of the school. In addition to levels in the school, classes have also some dimensions like anthropological, institutional, and social (Şişman & Turan, 2007, s. 26). All of these dimensions offer an identity or character for the class. Atmosphere in the class determine the students behaviors and attitudes. According to Demirel (2011), positive atmosphere in the class depends on both teacher proficiency and experience of teacher. In this aspect, teachers having good skills like group dynamics, communication, and managements are expected for an effective class and school environment.

The most important side of the school is based on the development of the child (Dewey, 2017). Thus, development of the child in the school or class determines fruitfulness of teaching and learning activities. Classes are also training arenas in which not only the students and teachers but also parents are involved. Classes may be defined as places where students are trained socially, emotionally, and cognitively. Classes having positive atmosphere lead to learning whereas classes having negative atmosphere make difficult learning (Çengel & Türkoğlu, 2014). Thus, reading the relation between development of child and class dynamics accurate is desirable for school effectiveness.

Dewey (2017) stated that there must be a mutual impact between all components of educational system. Components, namely as school, class, teacher, students, and environment, are in interaction with each other. When an event in the class disrupts the atmosphere, all components of the school may be influenced negatively. To name a few, students disliking schools, teachers demotivating, and parents being far away from schools may appear. Therefore, classes gains significance in improvement of positive school outcomes. In this respect, the current study focused on whether class climate perceptions of students are linked to their attitudes towards school or not.

1.1. Purpose of the Study

The purpose of the current study is to investigate relationship between class climate and attitudes towards school. In this aspect, research questions are as follow:

- 1- Is there a relationship between dimensions of class climate and attitudes towards school?
- 2- Do dimensions of class climate predict confidence as a dimension of attitudes towards school?
- 3- Do dimensions of class climate predict love as a dimension of attitudes towards school?
- 4- Do dimensions of class climate predict value as a dimension of attitudes towards school?
- 5- Do dimensions of class climate predict harmony as a dimension of attitudes towards school?

1.2. Literature Review

Class climate determines learning in the schools since learning and teaching activities take place in the classrooms. Climate is a significant term identifying characteristics of the organizations. Hoy and Miskel (1991) defined organizational climate as shared perceptions of people about environment where they work. By moving from this conceptualization, scholars from different fields examined climate in their fields. Studies examining climate in medical institutions (Welsch & LaVan, 1981), supermarkets (Batlis, 1980), and hotels (Davidson, 2003) showed that organizational climate was linked to positive organizational outputs like performance, program effectiveness, and job satisfaction. On the other hand, researchers in education field converted



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organizational climate into school climate in educational institutions. Cohen, McCabe, Michelli, and Pickeral (2009) investigated components of school climate and found that school climate had dimensions of academic climate, social climate, safety climate, and environmental/structural climate.

The school can be evaluated as a bridge between student and teacher and between parents and teachers. In other words, schools are places depicting parent-teacher cooperation. To provide this cooperation between families and schools, Parent-Teacher Association (PTA) was established in the schools in Turkey. PTA is a formal organization and aims to solve school-based problems in education. One of the duties of this association is described as:

“to cooperate with school management, teachers, parents, and families to ensure that students are educated in terms of purposes of Turkish national education with its principles, and national and moral values as it is declared in the sixth article of PTA regulations”

In this aspect, function of PTA is closely linked to school and class climate. Iqbal, Ahmad, and Rauf (2013) conducted a study in Pakistan and found that presidents of PTA were satisfied in terms of academic decisions, administrative issues, and fund usage whereas they were dissatisfied in terms of teaching conditions, methodologies, and curriculum activities. In Hong Kong context, I-Wah (1996) found that parents had time constraints about PTA participation while teachers were complainant about heavy workloads.

Attitudes can be defined as internal state of an individual affecting his or her choice towards things, people, events, and different situations (Gagne, 1985; akt. Senemoğlu, 2018). In the school context, attitudes of students towards school gains significance since it is a combination of psychological well-being and adaptation to environment. Positive attitudes towards school are mostly related to positive emotions like happiness and accurate thought ways (Founder, 2011 akt. Adıgüzel 2012). These attitudes may be canalized towards class. Loving, accepting, valuing, and admiring objects in the classes have an impact on attitudes towards school (Başaran, 1996: 294).

In the literature, attitudes towards school are examined within some structures. Adıgüzel (2012) developed a scale to assess students' attitudes towards such that structures of confidence, love, value, and harmony emerged. Adıgüzel and Karadaş (2013) investigated attitudes towards school by using this structure and concluded that confidence factor was the highest level while harmony was the lowest level. Further, Çetinkaya, Gülaçtı, and Çiftçi (2019) benefitted from same structure to examine high school students' attitudes towards school. The authors found that personal variables like grade, career plan, and school selection situation made significant differences on value, confidence, love, and harmony.

Literature presents many studies showing relations of attitudes towards school. Atik and Özer (2020) investigated the relationship between academic achievement, attitudes towards school, school alienation, school burnout, and confidence to teacher and found out there was a close link academic achievement and positive attitudes towards school. Not only academic achievement but also school attendance is associated with attitudes towards school. Study by Adıgüzel and Karadaş (2013) showed that the students with more school attendance have more positive attitudes towards school than those with more school dropout. On the other hand, researchers of the current study did not come up with any study examining the relationship between class climate and attitudes towards school in Turkish context. However, international literature has few studies depicting the relation between climate and attitudes. To illustrate, Huang and Anyon (2020) revealed out worse perceptions of school climate led to negative attitudes towards school. In this respects, the current study has a significance to make a contribution to the literature.

1.3. Significance of the Study

The current study has an attempt to fill an important gap in the literature. Studies in the literature focused mostly on conceptual frameworks of class climate and attitudes towards school separately. However, the current study examined the relationship between class climate and attitudes towards school from the lenses of a theory. Theoretical framework of the study is based on Bronfenbrenner's bio ecological theory (1977, 1986) which



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focused on the development of the child. Core idea of the theory stated that relationships and interactions between child, family, and school have an impact on child. This perspective of the theory was coherent with the idea behind the present study since relationship between class climate perceptions of students and their attitudes towards school is examined. The theory has mainly five systems or layers: “microsystem, mesosystem, exosystem, macrosystem, and chronosystem”. These systems respectively concentrates on relation of child with environment, interaction of components of environment around the child, societal conditions, cultural issues, and changes over time. Studies conducted in both the Western and Turkish context point at these systems of theory in terms of educational conditions (Çelik, 2014; Erdener, 2013; Obalar & Ada, 2010; Swick & Williams, 2006).

The framework of the current study is more compatible with the microsystem and mesosystem. First of all, microsystem refers to relationship between child and its environment. This environment may be sometimes school while it may be sometimes class. Studies that concentrate on microsystem have shown that school characteristics have an impact on student outcomes. To illustrate, school climate perceptions of students predicted their bullying behaviors (Çalık, Özbay, Özer, Kurt, & Kandemir, 2009). On the other side, mesosystem emphasizes the interactions between components of environment around the child. Interaction between class and school is an example for this system. For example, interaction between class climate and school missions may have an impact on children’s attitudes towards school.

2. METHOD

The current study performed a correlational study as research design. Correlational studies investigate the relationship among two or more variables in addition to presentation of clues about the cause-effects (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2012, s. 15). There are predictor and criterion variables in a typical correlational study (Creswell, 2012). Predictor variables of the current study are dimensions of class climate while criterion variable is attitude towards school.

The participants of the study were 577 students from the fifth, sixth, seventh, and eighth grades of eight different public middle schools in 2018-2019 semester. Majority of the students were male, from the seventh grade, and having grade point of 90-100. Table 1 demonstrates demographics of these participants.

Table 1.

Participants

Variable	Group	Frequency (f)	Percentage(%)
Gender	Female	278	48.2
	Male	299	51,8
Grade	5.grade	141	24.5
	6.grade	118	20.5
	7.grade	159	27.7
	8.grade	157	27.3



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Grade point average	0-50	5	0.9
	50-70	73	12.7
	70-80	131	22.8
	80-90	161	28.0
	90-100	201	35.0

In data collection procedure, permissions of organizations were considered. Scales were administered to the students who are volunteer to be participated in the study. “Scale for Attitudes towards School” was developed by Adıgüzel (2012) such that there are 38 items in the initial administration. Content validity of the scale was provided within expert opinion. Author performed an exploratory factor analysis such that KMO value was found .921, which indicated adequate sample size. Further, explained variance of the scale value was determined as 53.73. Items having close factor loadings or having factor loadings below critical value were excluded from the scale. As a result, 21 items were remained such that their factor loadings ranged between .35 and .66. Rotation process revealed out sub-dimensions of the scale such that these sub-dimensions and number of items were listed as follows as; “Love” (6 items), “Value” (5 items), “Harmony” (4 items), and “Confidence” (6 items). Coefficient of internal consistency for the whole scale was found as .860. Items were scaled by considering 5-point Likert scale such that “5” means “completely agreed” while “1” means “completely disagreed”. Secondly, “Students’ Personal Perceptions of Their Classroom Climate (SPPCC)”, was developed by Rowe et al. (2010) such that original form comprised of 26 items in dimensions of Teacher Academic Support (TAS), Teacher Personal Support (TPS), Peer Academic Support (PAS), Peer Personal Support (PPS), Academic Competence (AC), and Satisfaction with School (SASC). The authors conducted a confirmation study to prove validity of the scale and found that scale with four dimensions (teacher support, peer support, academic competence, and satisfaction with school) were also valid and reliable. Bahar, Asil, and Rubie-Davies (2018) adapted this version of scale into Turkish context. The scale had 26 items in four-point Likert scale such that “4” means “always” while “1” means “never”. Dimensions of teacher support, peer support, academic competence, and satisfaction with school consisted respectively eight, eight, four, and six items.

Data gathered by scales were analyzed in SPSS 23.0 (Statistical Package for Social Sciences). For inferential statistics, assumptions of correlational analyses were controlled. Pearson moment correlation analysis was performed to check relations between variables. Further, multiple regression analysis was conducted to test relation between predictor and criterion variables. In all analyses, significance level was adjusted as .05.

3. FINDINGS

For the correlational and multiple regression analysis, required sample size and assumptions of normality of residuals, homoscedasticity, independence of errors, absence of multicollinearity, and influential observations (Field, 2009) were considered and confirmed. the study had 577 participants and 8 independent variables. Their ratio is 72.13 such that it indicated adequacy of sample size for continuing analysis by considering Stevens (2009) who states there should be 15 observations per predictor.

Assumption of normality of residuals was assumed by checking shapes of histogram and P-P plots while homoscedasticity was checked by considering scatter plot. In order to check assumption of independence errors, The Durbin-Watson coefficient test was conducted. According to Durbin and Watson (1951), this value must be between 1.00 and 3.00 for the errors to be unrelated such that the current study showed a value of 1.90. Influential observations were checked through Cook’s distance such that Cook and Weisber (1982; as cited in Field, 2009) suggested that Cook’s distance (measure of the influence of case) must be smaller than 1. Cook’s distance in the current study had values lower than 1 so that this assumption was also met. As the last



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assumption, absence of multicollinearity was checked correlations of predictor variables. To both check absence of multicollinearity and investigate relationships between variables, Pearson-Moment correlation analysis was conducted. The analysis showed that multicollinearity was absent in addition to significant relationships between variables. Further, dimensions of both class climate and attitudes towards school were found correlated with each other as Table 2 depicts.

Table 2.

Correlation Matrix

	TS	PS	AC	SASC	CON	LOV	VAL	HAR
TS	1,00							
PS	0,43**	1,00						
AC	0,30**	0,17**	1,00					
SASC	0,43**	0,41**	0,22**	1,00				
CON	0,50**	0,42**	0,20**	0,45**	1,00			
LOV	0,46**	0,36**	0,19**	0,61**	0,59**	1,00		
VAL	0,43**	0,30**	0,22**	0,36**	0,53**	0,59**	1,00	
HAR	0,41**	0,40**	0,16**	0,58**	0,58**	0,75**	0,51**	1,00

**p<0,01

Teacher Support (TS), Peer Support(PS), Academic Competence (AC), Satisfaction with School (SASC), Confidence (CON), Love (LOV), Value (VAL), Harmony (HAR)

Pearson-moment correlation analysis also showed that each dimension of class climate or attitudes towards were associated with remaining all dimensions of class climate and attitudes towards school. Further, these correlations were found positive. In other words, increase in one of dimension of class climate or attitudes towards school would lead to increase in other remaining dimensions. Considering dimensions of class climate, the most strong relation was found between teacher support and peer support and satisfaction with school. Among the dimensions of attitudes towards school, the most strong relation was found between love towards school and harmony towards school. Reciprocatively, relation between satisfaction with school as a dimension of class climate and love towards school as a dimension of attitudes towards school was found as the most strong. Overall, increase in class climate would cause increase in attitudes towards school.

Multiple regression analysis on stepwise method was performed to examine predictive role of class climate on attitudes towards schools. First of all, analysis was run on independent variables of dimensions of class climate and dependent variable of confidence. Confidence of students towards school was predicted by teacher support, satisfaction with school, and peer support. The strongest predictor was teacher support such that it explained 25% variance in confidence. Further, satisfaction with school and peer support explained respectively seven percent and three percent variance in confidence. Totally, those three explained 35% variance in confidence of students towards school. Table 3 summarizes the findings of analysis.



Table 3.
Regression Analysis for Confidence as Independent Variable

Model	Independent Variables	R	R ²	Difference	F	p
1	TS	0,50	0,25	0,25	190,342	0,000
2	TS, SASC	0,56	0,32	0,07	133,835	0,000
3	TS, SASC, PS	0,59	0,35	0,03	101,096	0,000

Secondly, analysis was run on independent variables of dimensions of class climate and dependent variable of love. Love of students towards school was predicted by satisfaction with school and teacher support. The strongest predictor was satisfaction with school such that it explained 37% variance in love. Further, teacher support explained seven percent variance in love. Totally, those two explained 42% variance in love of students towards school. Table 4 summarized the findings of analysis.

Table 4.
Regression Analysis for Love as Independent Variable

Model	Independent Variables	R	R ²	Difference	F	p
1	SASC	0,61	0,37	0,37	344,147	0,000
2	SACA, TA	0,65	0,42	0,05	211,289	0,000

Thirdly, analysis was run on independent variables of dimensions of class climate and dependent variable of value. Value of students towards school was predicted by teacher support, satisfaction with school, and academic competence. The strongest predictor was teacher support such that it explained 19% variance in value. Further, satisfaction with school and academic competence respectively explained four percent and one percent variance in value. Totally, those three explained 24% variance in value of students towards school. Table 5 summarized the findings of analysis.

Table 5.
Regression Analysis for Value as Independent Variable

Model	Independent Variable	R	R ²	Difference	F	p
1	TS	0,43	0,19	0,19	132,937	0,000



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2	TS, SASC	0,47	0,23	0,04	83,525	0,000
3	TS, SASC, AC	0,48	0,24	0,01	57,568	0,000

Finally, analysis was run on independent variables of dimensions of class climate and dependent variable of harmony. Harmony of students towards school was predicted by satisfaction with school, teacher support, and academic competence. The strongest predictor was satisfaction with school such that it explained 34% variance in harmony. Further, teacher support and academic competence respectively explained three percent and two percent variance in harmony. Totally, those three explained 39% variance in harmony of students towards school. Table 6 summarized the findings of analysis.

Table 6.

Regression Analysis for Harmony as Independent Variable

Model	Independent Variable	R	R ²	Difference	F	p
1	SASC	0,58	0,34	0,34	291,211	0,000
2	SASC, TS	0,61	0,37	0,03	168,388	0,000
3	SASC, TS, AC	0,62	0,39	0,02	120,035	0,000

4.DISCUSSION AND CONCLUSION

The current study showed that class climate was closely associated with attitudes towards school. Thus, it can be concluded that middle school students perceiving class more positive have more positive attitudes towards school than those perceiving class more negative. More specifically, teacher support, satisfaction with school, and peer support had a role on confidence towards school. Similarly, satisfaction with school and teacher support had an impact on love towards school. Further, value towards school was found associated with teacher support, satisfaction with school, and academic competence. Finally, a relationship between harmony towards school and satisfaction with school, teacher support, and peer support were revealed out.

The current study put forward significant results which are similar to results of other studies in the literature. In the literature, a link from attitudes towards school is generally drawn to academic achievement. Abu-Hilal (2008) constructed structural model of attitudes towards issues related to school and found attitudes towards school were linked to academic achievement and level of aspiration. On the other side, there are studies searching link from school or class dynamics to the attitudes towards school. Beauchamp and Parkinson (2008) examined the role of ICT (information and communication technologies) on attitudes towards school science and observed frustration in the students in schools lacking of ICT. This meant that lack of ICT led to negative attitudes towards school. Moreover, literature received studies investigating attitudes towards school more specialized like attitudes towards school mathematics (Minato & Yanase, 1984), attitudes towards school self-evaluation (Vanhoof, Van Petegem, & De Maeyer, 2009), and attitudes towards school violence (Ruiz-Hernandes, Pina, Puente-Lopez, Luna-Maldonado, Ilor-Esteban, 2020). To sum up, attitudes towards school has two-way interaction with other school variables.



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Considering sub-dimensions of attitudes towards school, the current study reached results enriching the literature such that academic competence was found associated with attitudes towards school. Çetin (2017) examined students' attitudes towards school and found out only harmony differentiated in terms of marital status. Children of families living together showed more positive attitudes towards school than those of divorced families. There is a close link between parental issues and academic achievement. In this respect, the current study made a contribution to general opinion in the literature. Further, Çetinkaya, Gülaçtı, and Çiftçi (2019) conducted a study to show whether demographics would make a difference on attitudes towards school. The study revealed out perceived school performance made a difference on harmony and value. To sum up, the current study put forward significant results conforming the idea in the literature.

Results of the current study offered a compatible framework with the school or class climate literature. Class climate is linked to positive school outcomes by many scholars. Digelidis, Papaioannou, Lapidis, and Christodoulidis (2003) assessed the effect of an intervention programs on climate perceptions of seventh grade students and concluded that motivational climate influenced task orientation of students and their attitudes towards exercise activities in school. Moreover, study by Perliger, Canetti-Nisim, and Pedahzur (2006) showed that class climate has a positive impact on democratic attitudes towards civic education. Further, Gniewosz and Noack (2008) examined indicators of classroom climate and attitudes towards foreigners and found that open classroom climates facilitated more tolerate attitudes towards foreigners.

Among all variables, satisfaction with the school and teacher support drew attention in improvement of attitudes towards school. Literature has studies emphasizing significance and relationship of teacher support and school satisfaction. Study by Özdemir and Sezgin (2011) shoed the positive relationship between teacher support and school satisfaction. For the context of current study, attitudes towards school were considered in terms of confidence, love, value, and harmony. This result is consistent with the idea behind the literature. Samdal, Nutbeam, Wold, and Kannas (1998) investigated students' satisfaction with the school and concluded the feelings of the students about fairness, safety, and teacher support are important for creating an effective school experience. Further, Çetinkaya, Gülaçtı, and Çiftçi (2019) examined the relation of some variable with high school students' attitudes towards school and found that achievement, technology usage, and class levels which were important components of class climate made a significant difference in their attitudes towards school.

The conclusion of the study is also based on the theoretical framework of the study. Ecological theory of Bronfenbrenner (1977, 1986) was clearly applicable in the Turkish context by classroom environment and attitudes towards school. The first layer was the microsystem that depicts the relationship between individual and its environment. Teachers have important figures of the classroom and have impacts on many issues related to classroom climate. To name a few, their support on child, usage of school resources, encouraging communication among students, and academic knowledge, may influence students' attitudes towards school. The current study underlined the importance of teacher support, satisfaction with school, peer support, and academic competence all of which are affected by teachers' positions in the class. In these respects, the current study presented compatible perspectives with the microsystem of bio-ecological theory. The second layer of the theory was mesosystem which stresses interactions between or among elements of social environment around the student. According to Eccless et al. (1993), development of a child in optimal level depends on the fit between requirements of the child and opportunities supplied by social environment. Results of the current study showed that students perceiving class climate more positive had more positive attitudes towards school than those perceiving class climate more negative. These perceptions derived from interaction among school dynamics. Çolak and Altinkurt (2017) analyzed the relationship between school climate and teacher autonomy behaviors and concluded that principals' supportive behaviors determine behavior type of teachers. Therefore, this kind of interaction in school may be resulted in some positive perceptions and attitudes. Encina and Berger (2012) examined moderating role of school climate on civic education and sense of belonging at school. The authors found out supporting students had an impact on the relationship between sense of belonging at school and student civic engagement. These interrelations may be also shown evidence to interactions in the school. The current study showed that teachers, peers, and school affected the students' perceptions about the class and attitudes towards school both separate and interrelated. As a result, the findings of the study are consistent with



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the conceptual background of the layers of the microsystem and mesosystem of Ecological Theory of Bronfenbrenner.

The results of the current study put forward implications related to school stakeholders. First of all, students could consider their responsibilities which have a potential to influence both their perceptions of class climate and attitudes towards school. Sezer and Çoban (2016) remarked the importance of student responsibilities related to family, school, and interpersonal relationships. The current study showed that teacher support is crucial for students' expectations so that professional development of teacher gains significance. In conjunction with professional development of teachers, supporting teachers in many dimensions could be stressed. According to Gençtürk and Sarpkaya (2014, p. 63), teachers have responsibilities and duties in training of new generations. For this reason, policy-makers could make decisions not only to support their qualities but also to improve social status of the teachers. One more implication is available for school administrators. They could make school climate more positive, which would reflect on open classroom climates and positive attitudes towards school.

The current study consisted of some limitations. Over these limitations, the researchers of the current recommended directions for research in the future. To begin with, the current study offered a quantitative perspective on classroom climate and attitudes towards. To deal with this limitation, researchers in the future should conduct qualitative and mixed model studies. In this way, literature would have more comprehensive and holistic approaches for school settings. Moreover, data collection procedure caused a significant limitation such that the results of the current study cannot be generalized to larger populations. Since the researchers collected data in one district and in only middle schools, the current study is limited to this context. For this reason, future studies should include many cities and different schooling levels to improve validity of this type of studies. Besides, this diversity in the contexts of the studies may make contribution to perform comparisons.

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