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# THE INFLUENCE OF EDUCATIONAL ATMOSPHERE ON ACADEMIC ACHIEVEMENT OF YOUNGER PRIMARY SCHOOL PUPILS


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## THE INFLUENCE OF EDUCATIONAL ATMOSPHERE ON ACADEMIC ACHIEVEMENT OF YOUNGER PRIMARY SCHOOL PUPILS

**Summary:** *The aim of this study was to systematically examine the impact of the educational atmosphere in primary schools on the academic achievement of younger grade pupils. The research was conducted on a sample of 35 teachers with significant pedagogical experience, of whom 94% were female, and over 60% had more than 15 years of teaching experience in primary education. The methodological approach included descriptive analysis and theoretical synthesis, using a survey as the primary data collection tool. The initial hypothesis posited that key elements of the educational climate in the school environment – including the quality of teaching and educational work, cooperation between school and family, continuous professional development of teachers, and fostering values such as tolerance and safety – positively correlate with students' academic success. Results show that 87% of teachers believe that good cooperation with students, parents, and colleagues has the most significant impact on academic achievement, while 73% emphasize the importance of respecting the individuality of pupils. Conversely, only 45% consider that the school's material and technical equipment has a direct influence on student success. These findings confirm that the school, in addition to its fundamental educational function, plays a crucial role in the upbringing and personal development of students. This study contributes to a deeper understanding of the interdisciplinary aspects of the educational atmosphere as a key factor in the quality of school education and encourages the integration of family and school educational strategies.*

**Keywords:** *educational atmosphere, academic achievement, primary school, teachers, professional development.*

## INTRODUCTION

Childhood represents the most important stage of human development. In order to successfully enhance a child's potential, it is necessary to identify the most effective approach to organizing educational and pedagogical work. Proper guidance is essential, especially when working with young children, as this stage is both the most formative and the most sensitive in the process of upbringing, education, and overall development. The traits and characteristics acquired during this period often have a profound impact on all subsequent stages of life.

Upbringing is a complex, lifelong sociological process of shaping and self-shaping a unique set of characteristics that define an individual. It is inherently a sociological phenomenon. The process of upbringing begins at the moment a child is born and continues throughout life. Initially, parents are the sole and most important factor in a child's upbringing. Later on, this role is shared with other family members (siblings, grandparents), followed by educators, teachers, and instructors, who exert a planned, organized, and professional influence on the development of a child's personality. A child is first raised within the family (Ristić, 2023). The family is a social group that is more sociological than biological in nature. "It is defined by certain social rules and norms and has social goals and functions" (Mučibabić, 2007: 9). It is the primary environment a child encounters immediately after birth.

Success in upbringing can only be achieved when we are self-critical of our own educational mistakes, when we trust the child, and when we love the child. Being self-critical encourages parents to continuously reflect on and improve their own parenting style. In order to foster a child's independence, it is essential to encourage them to perform, independently, all the tasks they are capable of handling according to their age and developmental level. The most important role in a child's upbringing is played by the parents. Children must be encouraged and instilled with confidence in their own abilities. When necessary, help should be offered, but the child's responsibilities should never be taken over. Many experts believe that the conditions of family life during early childhood are crucial in shaping the personality and determining its future trajectory. As the child grows older, additional

educational factors come into play. Upon starting school, these include teachers, instructors, and various forms of media.

The progress of civilization has led to parents being increasingly occupied with their work, leaving less time for family and children. These societal shifts contribute to less optimal conditions for child development and increase the likelihood of educational shortcomings. Upbringing is a process that requires long-term effort, dedication, and persistence in order to achieve the desired outcomes—namely, the proper guidance of the child. For the educational process to be comprehensive, parents must be informed about how to appropriately support their child's physical, psychological, emotional, moral, work-related, and aesthetic development. As the child changes continuously from birth onward, so too must the parents adapt their expectations, attitudes, and educational measures to match the child's developmental stage, situational context, and their own judgment. For this reason, the parent's full engagement and interest in all these evolving aspects is essential (Jevtić & Milošević, 2023).

There must always be time set aside for one's child. Every parent must spend sufficient, meaningful, and quality time with their child, and must regularly visit the kindergarten or school their child attends in order to stay informed about their child's behavior and learning progress. In doing so, parents gain valuable insight into their child's development. When parents fail to visit the school or neglect to consult with educators about their child's behavior, interests, or social development, they may miss the opportunity to provide timely support or make necessary adjustments to their own behavior. Such disengagement can lead to behavioral laxity in the child, often with negative consequences. If parents are overwhelmed with work or other commitments—especially when this applies to both parents—children are often left with more freedom and less supervision, which increases the risk of uncontrolled behavior and association with negative peer groups (Ilić & Stepanović, 2024).

In addition to the family, which serves as the fundamental social environment for personality development, the school – representing institutional upbringing and education – also plays a vital role (Jevtić & Milošević, 2023; Vuković, Ristić & Čalasan; Ristić & Kovačević, 2022). Of particular importance is the role of teachers, who are the direct agents of educational and pedagogical work in schools. Numerous teacher-related factors may positively or negatively influence students' knowledge acquisition and academic achievement.

Chief among these are the teacher's instructional style, personal characteristics, and the nature of their relationship with students (Šejtanović, 2016).

## THE FAMILY AS AN EDUCATIONAL ENVIRONMENT

The family is a specific bio-social community of people. It plays an important role in the development of a person, but not only of the individual – it also significantly influences the development of society. "The family is a biological community, in a broader sense, as it includes sexual and reproductive-generative relationships; marriage is reduced to a lasting sexual relationship between individuals of the opposite sex" (Kaouter, 2024).

The family serves as an intermediary between society and the individual, performing more functions than any other social group. Through the formation of a family, a human being as a social creature undergoes a transformation – life gains a different meaning when one is no longer alone, but shares it with a spouse, children, in other words – a family. This fundamentally changes the individual's lifestyle compared to the period before the family was formed. Today, the word "family" refers to different concepts. In the broadest sense, it represents an inseparable unit of people connected by marriage, adoption, or birth – individuals who are part of one lineage. The term can also denote a lineage, kin, or dynasty. In a narrower sense, family refers to related individuals living under the same roof. In an even narrower sense, it may simply mean a father, mother, and children (Stepanović, 2023).

The family is defined as "a social group of historically variable form within which the process of reproduction of social individuals takes place; a process of natural reproduction that includes birth, growth, and death of human beings, on one hand, and the process of their socio-cultural reproduction, on the other, which occurs through processes of socialization, individualization, and protection of the psycho-social stability and integrity of adult individuals" (Stepanović, 2023a).

As a form of socialization, the family determines the overall development of a child and partially influences academic achievement. There is a strong connection between family and a child's success. The behavior of children and young people is influenced by numerous

factors – from individual characteristics and family behavior patterns and norms, to the influence of school, peer groups, and the broader social environment. These influences do not act independently. For instance, the family's upbringing model largely determines which peer influences the child will adopt, what their attitude towards school and obligations will be, and ultimately their outlook on life in general (Thama et al., 2014).

There are two basic types of relationships in a family: marital relationships (between husband and wife) and kinship relationships (between parents and children, siblings, and relatives) (Vilotijević, 2006: 30). Family relationships develop across a wide spectrum. In harmonious families, the bonds among members are strong and the relationships are close. They understand, help, and support one another. A stable family is often the foundation for a happy life and a successful professional career. A person with strong family support can more easily overcome difficulties, face challenges, communicate effectively with their environment, and better understand the needs of others (Bandur, 2006).

The importance of the family lies in its irreplaceability for individual development, as no other system can provide the love and warmth that the family does. However, family relationships can sometimes hinder the optimal fulfillment of its members' needs, influencing developmental processes and potentially leading to symptoms that are painful for the individual, the family, and even the broader social system (Stepanović, 2018).

Today, the family faces numerous challenges in its efforts to maintain and fulfill its functions and roles. Rapid changes in all segments of society affect the condition, development, and position of the family in contemporary society. The most significant phenomenon today is globalization. While it brings certain benefits, globalization also has numerous negative consequences for various social, ethical, and cultural groups (Šejtanić, 2016). This leaves its mark on the family's position as the primary social group and the basic unit of society. Another major transformation is the crisis of patriarchal social relations and value systems. The patriarchal way of life is rapidly changing, even in countries that have stubbornly upheld it – Arab, Asian, African, and Latin American nations. The crisis and impending collapse of patriarchalism bring numerous challenges to the modern family (Stepanović, 2019).

## THE INFLUENCE OF FAMILY AND SCHOOL ON ACADEMIC ACHIEVEMENT

Emotions and emotional values are first formed within the family, which is the child's initial and most important social environment. Parents bear responsibility for the development of the child's personality; however, the influence of the family can sometimes be limited or conservative, hindering the child's growth. Family upbringing is crucial during the preschool years, as children adopt moral values that later guide their behavior. In addition to the family, the child also learns from kindergarten, school, and the broader society (Ristović, 2003).

Every child should be supported in developing an awareness of their future and interests that will guide their activities. Academic failure is often not the result of laziness, but rather a lack of belief in the value of education – an attitude often instilled by the family. Parents who do not appreciate effort and work may demotivate their children from learning (Pavlović & Ninković, 2020). On the other hand, excessive demands and an obsession with success are also undesirable. A child's personality development depends on the combined influence of the family, the child, and the community. Parents should respect the individuality of the child, their interests and abilities, without projecting their own unfulfilled ambitions onto them. Overburdening a child with activities can negatively affect their development. Family issues can manifest through changes in the child's behavior and emotional stability. In such cases, professional help and multidisciplinary teams are necessary to restore harmony within the family and school. Parents must be open to professional advice and willing to make changes (Đorđić & Damjanović, 2006).

Pedagogical support for parents must be timely and effective to protect children from negative influences that lead to moral crisis and social alienation. Educators are tasked with training parents for more effective parenting and contributing to the child's development both in and outside of school. Child development encompasses cognitive, affective, and psychomotor domains. Gifted children often exhibit earlier development and greater intellectual abilities, along with a strong focus on their specific interests. An optimal approach to gifted children should be supportive and open, without imposing parental viewpoints. Academic achievement depends on intellectual abilities

and a positive educational atmosphere. Teachers should provide emotional support without punishment or favoritism and adopt an integrated educational approach that fosters independence and the development of each child's potential. In short, the influence of family and school on academic achievement is a complex interaction in which both environments must provide support and encouragement for the child to reach their full potential (Jevtić & Milošević, 2023).

## THE INFLUENCE OF OTHER FACTORS ON ACADEMIC ACHIEVEMENT

In addition to the family and the direct influence of parents, various other factors related to the school environment and interpersonal relationships within the school significantly affect students' academic achievement. One critical element is the physical environment in which students spend a substantial portion of their day. The quality of conditions such as classroom cleanliness, appropriate temperature, natural and artificial lighting, and sufficient space for movement and work directly impacts students' ability to concentrate, their mental well-being, and overall motivation (Evans, 2006). Inadequate physical conditions can increase stress and anxiety, which negatively affects cognitive functioning and academic performance.

Safety within the school environment – both physical and psycho-emotional – is also a key factor. Students who feel safe and free from violence or discrimination are more likely to engage actively in the educational process and participate in various school activities (Pavićević, 2019). This sense of security fosters the development of positive self-assessment and self-confidence, which directly influences learning motivation.

School culture and climate exert a complex influence on educational outcomes. An atmosphere that promotes inclusivity, tolerance, and respect for diversity creates a favorable environment for all students and encourages positive interpersonal relationships. Such a climate reduces the risk of peer violence and social exclusion, while enhancing the sense of belonging and motivation for school-related activities (Malinić et al., 2009).

Academic success is not merely a reflection of intellectual ability, but also of the emotional and social state of the student. A positive educational atmosphere that provides emotional support, fosters self-

confidence, and promotes psychological stability encourages an active approach to learning and helps shape internal motivation. Students who feel a sense of belonging and receive adequate support demonstrate greater persistence in meeting academic demands and achieve better results (Pavićević & Petrović, 2016).

Peer relationships also play a significant role. Students who are part of a supportive peer group, characterized by mutual respect and cooperation, tend to show better cognitive and emotional outcomes in school. Conversely, the presence of peer bullying and social isolation can lower motivation to learn and negatively impact students' concentration and mental health. All these components, combined with familial influences, form a complex interaction that determines academic success. Therefore, it is essential that both schools and families provide support and create a safe, stimulating environment that enables each child to realize their full potential (Florić et al., 2021).

## RESEARCH METHODOLOGY

### *Subject, aim, and objectives of the research*

The subject of this research is the influence of the educational climate in primary school on the academic achievement of lower-grade students. The study particularly analyzes how various aspects of the educational environment impact the development of motivation, emotional stability, and academic success of students in the first cycle of primary education.

The aim of the research is to determine the extent to which, and the ways in which, the school as an educational institution contributes to creating positive conditions that enhance the academic achievement of lower-grade students.

Based on this aim, the following research objectives were defined:

- To examine teachers' attitudes regarding the role of the school in the educational process of lower-grade students.
- To identify teachers' views on the influence of the family and school on students' academic success.
- To analyze the importance of understanding legal regulations, continuous professional development of teachers, and quality collaboration in enhancing academic achievement.

- To explore teachers' awareness of the significance of freedom of thought, tolerance, and safety in the school environment for achieving better educational outcomes.
- To assess the organization of curricular, extracurricular, and other educational activities in the school and evaluate their impact on students' academic performance.

### *Research Hypotheses*

Based on the defined research aim and objectives, a general hypothesis is formulated:

The organization of curricular, extracurricular, and other educational activities within primary schools positively influences the academic achievement of lower-grade students.

From this general hypothesis, the following specific hypotheses are derived:

- **H1:** It is assumed that respondents consider the school a key institution for the education and upbringing of students in the first cycle of primary education.
- **H2:** It is assumed that respondents believe that family and the school environment have the most significant impact on students' academic performance.
- **H3:** It is assumed that respondents recognize the importance of knowing relevant regulations, continuous professional development of teachers, and quality collaboration among educational stakeholders in improving students' academic achievement.
- **H4:** It is assumed that respondents have developed awareness of the importance of freedom of thought, tolerance, and safety in the school environment as essential conditions for achieving positive educational outcomes.

### *Methods, Techniques, and Instruments of Research*

This research primarily employs the **descriptive method**, which is particularly suitable for the systematic description and analysis of pedagogical phenomena. The descriptive method enables the identification and generalization of key characteristics of the studied phenomena, as well as the organization and interpretation of collected data through comparison, evaluation, and analysis. This method is considered one of the fundamental scientific approaches as it involves drawing empirical conclusions based on systematic data analysis.

In addition, the **method of theoretical analysis** will be used. This method allows for the synthesis and critical evaluation of relevant scientific knowledge and theoretical frameworks. Its application aims to define concepts precisely, establish research aims, objectives, and hypotheses, and provide theoretical insight into the research problem. The theoretical analysis is also crucial in the interpretation phase, linking empirical findings with existing theories and concepts.

To collect empirical data, the **survey technique** was applied. For the purposes of this research, a specifically designed questionnaire was developed for teachers, aimed at collecting data on their attitudes and experiences regarding the organization of the educational climate and its impact on students' academic achievement.

### *Research Sample*

The research was conducted on a representative sample of 35 teachers employed at the primary schools "Mladost" and "Jovan Sterija Popović" in Belgrade. Data collection took place during the second semester of the 2024/2025 school year. The sample was selected to ensure relevant insights into the observed phenomena within the school context.

### *Research Variables*

- **Independent variables:** gender of the respondents, their professional qualifications and titles, years of work experience, level of education, professional engagement in the school, and the types of activities in which they participate during their school work.
- **Dependent variables:** teachers' assessments of the extent to which pedagogical aspects of the school's educational function are implemented, as well as their opinions on the impact of the school environment on the academic achievement of students in the first cycle of primary education.

### *Interpretation of Research Results*

Based on the conducted research in the selected primary schools, the following results were obtained. The analysis of demographic characteristics indicates that the majority of respondents are female, accounting for 94% of the total sample. This aligns with the general trend of female dominance in the educational sector. Regarding the respondents' educational background, the majority have completed

undergraduate academic studies. Less than 5% have completed a college-level education, while those with completed master's degrees are in the lead. There were no respondents with doctoral-level education, which may be relevant for analyzing the level of expertise and professional competencies in the given context.

The analysis of work experience among respondents shows that the most represented category includes those with 15 to 20 years of service (35%). The next largest group comprises teachers with 10 to 15 years of experience, representing 27% of the sample. A smaller portion (15%) consists of teachers with 5 to 10 years of service, while only 13% have more than 20 years of work experience. The smallest group includes respondents with less than 5 years of service. These data suggest that most respondents possess extensive professional experience, which enhances the reliability and relevance of the research findings.

Regarding the perception of the school's role, respondents expressed varying opinions on whether the primary school primarily serves an educational, upbringing, or a combined educational-upbringing function. These views highlight diverse understandings of the school's pedagogical function, which is important for further consideration and interpretation of educational practices within the school environment. Based on the responses to the question about whether the primary school is perceived as an educational, upbringing, or combined educational-upbringing institution, the obtained data are presented in

*Table 1. Respondents' Opinions on the Current Situation  
of Primary School*

	N	Percentage
a) Educational institution	3	9
b) Upbringing institution	1	3
c) Educational and upbringing institution	19	54
d) Upbringing and educational institution	12	34
Total ( $\Sigma$ )	35	100,00

Legend: N – number of respondents.

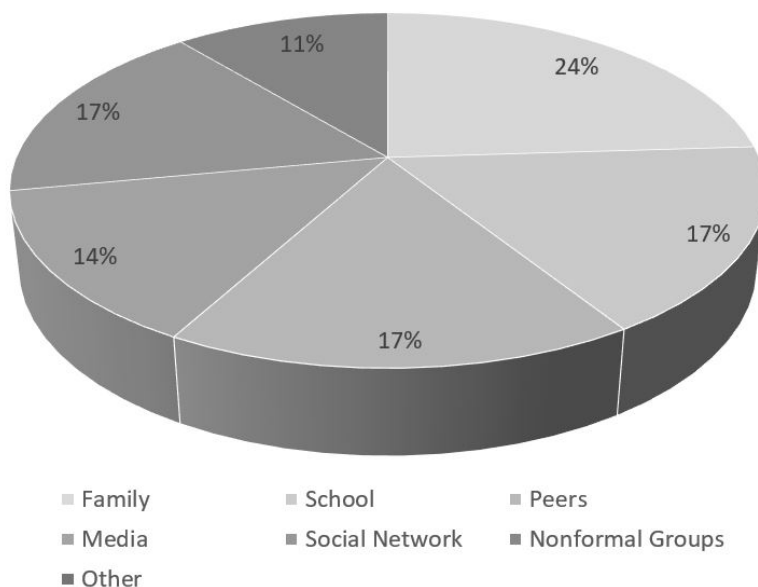
Based on the presented data, we can conclude that the majority of respondents (54%) consider the primary school to be an educational and upbringing institution, implying that education and upbringing complement each other. Additionally, a significant portion of respondents (34%) believe that the school is primarily an upbringing-

education institution, where upbringing precedes education. A smaller group, 9% of respondents, view the school solely as an educational institution, while only 3% consider it to be an upbringing institution. In the second question, we aimed to investigate which factors most significantly influence students' academic achievement. The respondents provided data that are presented in Table 2 and Chart 1.

*Table 2. Factors influencing the development of the student's personality and impacting their academic achievement*

	<b>N</b>	<b>MIN</b>	<b>MAX</b>	<b>M</b>	<b>SD</b>
a) Family	35	2	7	5.8235	1.2903
b) School	35	1	7	4.2058	2.0416
c) Peers	35	2	7	4.0294	1.7492
d) Media	35	1	7	3.2543	1.5423
e) Social networks	35	1	7	3.9705	1.9461
f) Informal groups	35	1	5	2.5882	1.3732
g) Other	0	0	0	0	0

Legend: N – number of respondents, MIN – minimum score, MAX – maximum score, M – mean (arithmetic average), SD – standard deviation.



*Chart 1. Means of factors influencing the formation of students' personality and their academic achievement*

The presented research results indicate that the majority of respondents consider the family to have the greatest influence on the formation of a student's personality, followed by the school. The arithmetic mean clearly shows a significantly higher impact attributed to the family compared to the school, while informal groups have the lowest mean value. After family and school, respondents regard peers as a significant factor affecting the student's personality and academic success.

From the chart, it is evident that family holds the highest mean score, followed by school, peers, social networks, while media and informal groups have the lowest means.

In the third question, we aimed to explore the extent to which different factors influence the realization of the school's educational (disciplinary) function. The data collected from the study are presented in Table 3.

*Table 3. Factors influencing the realization of the school's educational function*

	<b>N</b>	<b>Percentage</b>
a) Teachers	35	100
b) Other teachers	9	25.71
c) School counselor, psychologist, speech therapist	21	60
d) School principal	14	40
e) Someone else	0	0

Legend: N – number of respondents.

Interpretation of the results indicates that all respondents agreed that classroom teachers play the most significant role in the realization of the school's educational function. Following the teachers, the second most important role is attributed to the school's pedagogues, psychologists, and speech therapists, with 60% of respondents indicating this. The school principal is ranked third with 27%. The lowest scores were given to other subject teachers; since the surveyed teachers are primarily class teachers, this category refers to teachers of subjects such as English and religious education.

Through the fourth question, we aimed to determine respondents' opinions regarding the impact of the educational atmosphere on students' academic achievement. Based on the statements posed, respondents provided results presented in Table 4.

*Table 4. Respondents' Assessments of the Impact of the Educational Atmosphere on Academic Achievement*

<b>Statements</b>	<b>N</b>	<b>MIN</b>	<b>MAX</b>	<b>M</b>	<b>SD</b>
Teachers' knowledge of laws and regulations in the field of education and upbringing.	35	2	5	4.00	1.025
Professional development of teachers for educational work in school.	35	2	5	3.70	0.864
Good cooperation between teachers, students, parents, and other teachers.	35	4	5	4.75	0.444
Respect for the student's personality by teachers.	35	4	5	4.65	0.489
Developing students' responsibility for their own actions and cooperative relationships.	35	3	5	4.05	1.050
Teaching methods and the increased attention teachers dedicate to student upbringing.	35	4	5	4.55	0.510
Organization of extracurricular activities aimed at developing students' interests.	35	3	5	4.25	0.786
Development of friendship and tolerance among students.	35	4	5	4.65	0.489
Freedom of student opinion and the promotion of dialogue.	35	4	5	4.4	0.598
Work on creating a stimulating and safe school environment.	35	3	5	3.95	0,825
Material and technical equipment and hygiene of the school.	35	2	5	3.55	1.099

Legend: N – number of respondents, MIN – minimum score, MAX – maximum score, M – mean (arithmetic average), SD – standard deviation.

From the presented results, it is evident that the majority of respondents agree with the statements and believe that all listed factors positively influence the educational atmosphere and, consequently, the students' academic achievement. The highest level of agreement was observed for the statement that good cooperation between teachers, students, parents, and other teachers significantly impacts students' academic success. This is followed by respect for the individuality of students by teachers and the development of friendship and tolerance among students. The statement receiving the lowest level of agreement was that the material-technical equipment and hygiene of the school influence students' academic achievement.

### *Discussion of the Research*

This study analyzed the attitudes of primary school classroom teachers working with students in the first cycle of education, focusing on their perception of their role and the factors influencing students' academic achievement. The gender structure of respondents reflects

the demographic profile of the educational sector, with women dominating at 94%, which aligns with statistical data on gender representation in primary schools.

A significant portion of respondents have many years of work experience, predominantly in the range of 15 to 20 years, indicating a high level of professional maturity and expertise in working with children. Regarding educational background, the majority of teachers hold a higher education degree (60%), which serves as an indicator of adequate qualification of the teaching staff for educational and upbringing work.

Respondents largely agree that primary school serves a dual function, both educational and upbringing, meaning it is an institution that integrates both aspects in its pedagogical practice. These findings confirm the first hypothesis, which assumed that teachers view the school as a place for acquiring both knowledge and upbringing.

Furthermore, the research revealed that family has the most significant influence on the formation of personality and academic achievement of students in the first cycle, which is consistent with relevant literature emphasizing the primary role of the family environment in early child development. Following the family, school, peer groups, and social networks were identified as influential factors, while media and informal groups had the least impact. These findings confirm the second hypothesis concerning the dominant role of family and school in achieving academic success.

Respondents also recognized the importance of various factors contributing to school success, including knowledge of legislative regulations in education and upbringing, continuous professional development of teachers, and effective cooperation with parents, students, and colleagues. The respect for students' individuality, fostering their responsibility, applying appropriate teaching methods, and organizing extracurricular activities were also highlighted. Additionally, promoting freedom of thought, tolerance, and safety within the school environment was identified as a key factor in positively influencing academic achievement. These facts confirm the third and fourth hypotheses, which emphasize the necessity of legal literacy, professional development of teaching staff, quality collaboration, and cultivation of pedagogical values such as freedom, tolerance, and safety.

In conclusion, the research results point to the complexity of factors shaping the academic success of students in the first educational cycle

and confirm the need for an integrated approach in school work, encompassing not only educational but also upbringing and social dimensions. These findings have significant implications for the further development of pedagogical practices, directing teacher professional development, and enhancing cooperation between school and family.

It is important to note that the dominant gender structure of respondents, with a large proportion of women, reflects a general trend in the first-cycle education sector, which may influence pedagogical approaches and values. Moreover, the long-term work experience of most teachers provides a stable foundation for professional maturity but simultaneously highlights the need for ongoing professional training and keeping up with contemporary pedagogical trends to respond to increasingly complex educational challenges.

Additionally, the findings emphasizing the family's importance as a key influence on student development underline the importance of school-family partnership, as well as the need for stronger communication and cooperation between these two institutions. Such partnership can significantly contribute to more effective achievement of educational and upbringing goals.

Finally, the positive attitude of teachers towards respecting freedom of thought, tolerance, and safety in the school environment confirms the need to nurture democratic values and promote a sense of belonging and security among students, which is fundamental for quality development and learning.

## CONCLUSION

The family represents the fundamental educational and upbringing unit in which a child acquires the first knowledge, skills, and values, inseparable from their overall development. Pedagogical analysis of contemporary family changes and their implications for the upbringing process plays a crucial role in pedagogy, especially regarding the family's influence on the development of young individuals' personalities. Understanding the dynamics of family relationships and the factors conditioning these changes provides a basis for applying appropriate methodological approaches in upbringing, enabling the optimal development of the child.

Modern social and cultural conditions lead to transformations of value systems, often causing tensions and conflicts within the family. This phenomenon points to the necessity of social support for families through assisting parents in continuous professional development and strengthening their parenting competencies. It is essential to raise parents' awareness of the importance of pedagogical education and the role of cooperation with professional institutions to ensure consistency in upbringing influences and more effective child development.

Parents should develop a partnership with educational institutions and actively involve professionals such as pedagogues, psychologists, special educators, and social workers in the prevention and resolution of upbringing challenges. Openness to advice, self-reflection, and willingness to adapt educational approaches are of exceptional importance for a successful upbringing process and the reduction of potential conflicts.

This study systematized theoretical and empirical findings regarding the influence of the educational climate in the family and school on students' academic achievement. The examination of primary school teachers' opinions confirmed that the family is the most significant upbringing factor, while the school is recognized as an educational and upbringing institution complementing the family's influence. Additionally, the research showed that a positive pedagogical climate, good interpersonal relationships between teachers and students, as well as quality cooperation with parents, significantly contribute to student success.

The research results emphasize the need for continuous professional development of teachers, including knowledge of legal regulations and pedagogical methods, as well as the development of awareness about the importance of an individual approach to students and fostering values such as tolerance, friendship, and freedom of thought. The role and importance of well-organized extracurricular activities, which should encourage creativity and personal development of students with their active involvement in planning, were also highlighted.

All of the above indicates that achieving quality educational and upbringing outcomes requires a systemic approach integrating family, school, and professional services, alongside the continuous improvement of the professional competencies of all participants in the upbringing process.

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## УТИЦАЈ ВАСПИТНЕ АТМОСФЕРЕ У ОСНОВНОЈ ШКОЛИ НА ШКОЛСКО ПОСТИГНУЋЕ УЧЕНИКА НИЖИХ РАЗРЕДА

**Сажетак:** Циљ овог рада био је да се системски испита утицај васпитне атмосфере у основној школи на школско постигнуће ученика млађих разреда. Истраживање је реализовано на узорку од 35 учитеља са значајним педагошким искуством, од којих је 94% испитаника било женског пола, а преко 60% је имало више од 15 година радног стажа у разредној настави. Методолошки приступ обухватио је дескриптивну анализу и теоријску синтезу, уз примену анкете као инструменталне технике прикупљања података. Полазна хипотеза била је да кључни елементи васпитне климе у школском окружењу – укључујући квалитет наставно-васпитног рада, сарадњу школе и породице, континуирано професионално усавршавање наставника, као и неговане вредности попут толеранције и безбедности – позитивно корелирају са нивоом школског успеха ученика. Резултати показују да 87% наставника сматра да добра сарадња са ученицима, родитељима и колегама има најзначајнији утицај на школско постигнуће, док 73% наглашава важност уважавања личности ученика. Са друге стране, само 45% сматра да материјално-техничка опремљеност школе има директан утицај на успех ученика. Ови налази потврђују да школа, поред основне образовне функције, има и пресудну васпитну улогу у формирању личности и постигнућа ученика. Рад доприноси дубљем разумевању интердисциплинарних аспеката васпитне атмосфере као кључног чиниоца у квалитету школског образовања и подстиче интеграцију породичних и школских васпитних стратегија.

**Кључне речи:** васпитна атмосфера, школско постигнуће, основна школа, учитељи, професионално усавршавање.

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