

ABSTRACT

The Diploma thesis focuses on the drop-out of beginning teachers. Theoretical part elaborates on the phenomenon of drop-out, it describes the reasons why the beginning teachers leave and why they are the group of teachers which is the most threatened by drop-out. Furthermore, this part describes problems that beginning teachers have to deal with and the most frequent reasons for leaving the profession, their rate and consequences of drop-out. The end of the theoretical part presents options and suggestions that would help solve this problem. The empirical part of the thesis is realized by an on-line questionnaire and in-depth interviews. The research focuses on four main aspects: 1 – the motivation to study the teaching and to practise it, 2 - the main reasons for new teachers to leave, 3 - the possibilities to prevent drop-out and 4 - whether the respondents continue to work with children or not. Last but not least, the research focuses on the possibilities that would help respondents to stay in the profession. The results of the research confirm the reasons for quitting as described by literature. The qualitative description of the reasons for drop-outs provides a deeper understanding of how they interact in an institutional, interactive and cultural level.

KEYWORDS

Induction period, teacher turnover, drop-out rate, drop-out, prevention, reasons of drop-out, novice teacher