

# CHARLES UNIVERSITY – FACULTY OF EDUCATION

## DEPARTMENT OF EDUCATION

### REVIEW OF THE DIPLOMA THESIS BY SUPERVISOR

Author of the thesis	<i>Bc. Irem Altinkalp</i>
Title of the thesis	<i>Job Satisfaction of English Teachers in the Czech Republic</i>
Author of the review	<i>Doc. RNDr. PhDr. Hana Vonkova, Ph.D. et Ph.D.</i>

	Evaluation criteria	Evaluation 1 – 10 points *)
1.	<b>Formulation of objectives</b> (objectives are clearly formulated and in compliance with the type and nature of the thesis).	8
2.	<b>Means to achieve goals</b> (methods are appropriate to goals and other parameters of the thesis).	9
3.	<b>Writing process</b> (process of writing of the thesis corresponds to chosen goals and methods, the text is clearly and logically structured).	9
4.	<b>Fulfillment of objectives</b> (objectives of the thesis are met to the reasonable extent and at a level that corresponds to the nature of the work).	8
5.	<b>Knowledge of the author regarding discussed issues</b> (the work reflects the knowledge of relevant sources and literature).	8
6.	<b>Originality of writing</b> (the thesis has elements that prove creative interest of the author and his/her independent thinking regarding the issue).	9
7.	<b>Content</b> (the choice of content elements of the thesis is relevant, their interrelations are expressed, context and content make a logical whole).	10
8.	<b>Language quality</b> (the level of orthographic and stylistic quality meets the requirements of the diploma thesis, used terminology is correct and unified).	10
9.	<b>Work with information sources, compliance with formal rules</b> (sources in reasonable quantities are appropriately selected and correctly cited and interpreted; the thesis is properly laid out and in compliance with relevant standards).	9
10.	<b>Thesis contribution</b> (outcomes of the thesis can find a specific meaningful application in theory or practice of the field).	10

\*) 1 point expresses the lowest possible level of fulfillment of the relevant criteria, 10 points the highest possible level

Questions for the defence	1) Job satisfaction is a variable which is hard to measure. Could the student discuss different measurement tools /
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	<p>data collection tools which are used to measure job satisfaction? Are there specific tools to measure job satisfaction among teachers and among English language teachers? Why was the specific tool Job Satisfaction Survey chosen (are there comparative advantages of this tool compared to other tools)?</p> <p>2) To which extent is the sample of teachers (presented in empirical part of the thesis) representative for Czech teacher population?</p> <p>3) Do recommendations (pages 83, 84) follow results of the empirical part of the thesis or are they general recommendations for enhancing job satisfaction among teachers?</p>
<b>Comments</b>	<p><i>The thesis focuses on a very important topic which has not been discussed properly in the Czech context. From this point of view, the thesis contributes clearly to research on job satisfaction among EFL teachers at Czech schools.</i></p> <p><i>There are many theories and measurement tools related to job satisfaction in current literature. The thesis has focused on selected theories and measurement tools – it would be good to discuss these issues more during the defense, see questions above.</i></p> <p><i>Otherwise, the thesis is clearly structured and the student demonstrated excellent research skills.</i></p>

<b>Overall evaluation</b>	<b><i>The thesis meets the requirements for diploma theses in the field.</i></b>
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Date and signature of the author of the diploma thesis review:  
Hana Vonkova  
31.8.2021