

ABSTRACT

This diploma thesis is concerned with the perception of the teacher's authority by pupils of the 6th and 9th grades of a grammar school. The main aim of the thesis is to compare the perception of the teacher's authority by students of the above mentioned age groups from different perspectives. These aspects include ontogenetic stages of their development, the gender and the milieu. They are one of the topics that will be paid attention to in the theoretical part of the thesis. Another theme of the work includes the concept of authority and the authority of the teacher. The research is based on a quantitative survey, carried out through a questionnaire created for research purposes. The task of the questionnaire is to find out whether the perception of the teacher's authority changes depending on the age of the pupils, which means a specific stage of ontogenetic development, and how the above mentioned points affect the perception of teacher's authority by pupils of 6th and 9th grades. In order to confirm or specify the obtained questionnaire data or add information to them, a semi-structured interview was conducted with selected teachers. The interview was attended by five respondents, two men and three women of various age, with different length of work experience at various schools. The aim of the interviews was to find out the opinion of teachers on perception of the authority of a teacher among the students of the 6th and 9th grade in terms of ontogenetic stages of the pupils' development, the milieu, from which they come and gender of pupils. The data obtained in the form of interviews were compared with the data of a questionnaire survey. It was monitored whether the results of the questionnaire survey were confirmed by teachers or, on contrary, refuted.

KEYWORDS

authority, teacher's authority, middle childhood, adolescence, background, the teacher-student relation