

ABSTRACT

The dissertation is devoted to the subject of the teacher's working conditions in contemporary society. Since there are many types of conditions of a teacher's work and this issue can be examined from many points of view, I focused on the conditions that can cause morally dilemmatic situations in a teacher's work. The aim of the thesis is to open up a hitherto little discussed topic in the field of the teaching profession. The work has a theoretical-empirical character. Its theoretical part presents basic knowledge related to topics relevant to the issue under consideration (society; contemporary society; teacher and his work; teacher's profession; teacher's communication; stress in teaching work; moral dilemmas; moral distress). The aim of the research described in the methodological and practical part is to obtain detailed information about situations that represent a moral dilemma for teachers in their work. A mixed research approach was therefore undertaken to best fulfill this objective. The qualitative part contains twenty conducted semi-structured interviews with selected teachers on the topic of morally dilemmatic situations in their work. This was followed by the analysis of interviews and the division of morally dilemmatic situations into categories: teacher vs. parents of pupils; teacher vs. his colleagues; teacher vs. school management; teacher vs. the conditions of his work. These categories were further fueled by new situations reported by students of distance learning forms of teaching at the Faculty of Education. A questionnaire was compiled from the 65 situations collected, which was subsequently filled out by 422 teachers working at primary schools. Here, the teachers filled in the frequency of each situation, the level of disruption, and whether or not it represents a moral dilemma for them. The twenty most identified morally dilemmatic situations in the teacher's work were subsequently selected from the data obtained in this way and their frequency and level of burden were analyzed.

KEYWORDS

teacher; teacher's work; contemporary society; stress; moral distress; interviews, questionnaire