

**ABSTRACT:**

Among the circumstances that have an impact on the lifelong growth, career development and professional prestige of headmasters is their continuous education and specialized studies.

This thesis deals with regulations concerning headmaster performance and further education details, and analyses key statistics as well as provides information on the bulk of previous research related to the subject. The theoretical part also treats the development of a headmasters' professional career and motivation for self-study, and touches upon the new upcoming career system.

The empirical section includes a data-based research which assesses the experiences of headmasters at the beginning of their headmaster careers. It also includes their views on personal motivation, time in office and career system, and also types and forms of preferred study and education programs. The analyses outline relations between the length of experience, a degree of education and a motivation for further studies. The attention is also paid to the acquired experience and willingness of headmasters to become actively involved in the future mentoring especially of their junior colleagues.

The conclusions bring some information and recommendations in connection with periodical evaluations of headmasters in terms of their time in office.