

The theoretical part of the thesis outlines the most important published aspects, which are involved in the development of problem behavior (misbehavior), and present different strategies, how to prevent or manage these situations.

The empirical part describes all factors which can cause the problem behavior and depicts how teachers deal with such a behavior. In the research conducted at five secondary vocational schools, in nine classes, was used a method of video analysis of behavior (observation), an interview with teachers and a questionnaire for students.

The research confirmed that there are many variables affecting the elimination of misbehavior – teacher's personality, her/his experiences, teaching methods, a subject, a composition and arrangement of a class, a number of students in a class.

Respect, authority but also a positive attitude to a student is required in a relation between a student and a teacher. Communication between teachers and students should be clear and should have defined and adhered rules.

As the fastest and the most effective strategy of managing misbehavior appears a non-verbal communication.

From verbal strategies it is tactical to express teacher's attitudes and feelings to problematic student's behavior, to explain students, why they cannot behave that way, and to use humor in class.

The thesis is a probe into the environment of Czech secondary schools, focuses on behavior of contemporary adolescents and youth and encourages to subsequent longitudinal research.