

Abstract

This thesis entitled „Teachers and their possibilities of building pupils’ self-realization” is both, theoretical and empirical. Its objective is to map the problems of pupils’ self-realization in school environment. It pays close attention to the self-realization of pupils and the possibilities of its shaping by people participating on the educational process. The thesis attempts to define the likely causes of pupils’ failure to succeed and do well at school. It also provides possible solutions which might help shape pupils’ personality and build their self-realization. The solutions might be of great use to teachers in their classes. The objective of the empirical part in the first place is to analyze the connection between pupils’ self-realization, teachers’ assessment of pupils’ self-realization and pupils’ attainment.

Key words: selfhood, personality, self-realization, teacher, pupil, school success and failure, self-esteem, self-assessment, pedagogical and psychological diagnostics, pupils’ (school) self-realization level, attainment