

Abstract

This diploma thesis deals with the professional identity of school psychologists. The aim of this thesis is researching of changing the profile of professional identity in last ten years and observing the other variables how and in what way they influence the professional identity of school psychologists.

The thesis is divided in a theoretical part, empiric part and a discussion of the research results with the literature.

The theoretical part deals with a school psychology at first – its determinations and relations to other disciplines, its historical evolve and also with present situation, the content of a work of a school psychologist and his role in relationship network at school. The next part deals with a profession and professional identity, at first through a general view and lately with a direct view on the professional identity of school psychologists.

In the empiric part there are firstly introduced the aims of the research and its questions, used methods for gathering and data processing and it is introduced the research file. For the data gathering there were used interviews and questionnaires which examined the most frequent and the most difficult situations which are the school psychologist dealing with, the frequent clients and their orders, perceiving of their own self-image and the structure of methods which are used. These methods further examined the entrance of school psychologists into schools, their relationship with teachers and the head of school, their perceived difficulties, advantages and differences of the profession and their persistence in the profession in future. There is a look on the most areas through the aspect of a change in last ten years. On all of them there is also a look through the aspect of a school psychologist experience and through the belief and disbelief of the clients.

The most important research results are discussed with the literature at the conclusion.