

ABSTRACT

The main goal of this diploma thesis is to map out the area of communication and cooperation between the pupil's parents and school in a conflict situation. At the same time, this thesis examines the impact of said situation on the optimal development of the child, who is in conflicting posture against the two institutions.

The theoretical part is devoted to introducing the basic functioning of family and school, its mutual relations and forms of contact between the two institutions. It also illuminates the possible modes of cooperation between parents and school and possible conflicts arising from the relationship. Theoretical framework is focused on the child at the start of compulsory education and his main developmental tasks during the primary school age.

The main focus of the thesis is the empirical part, undertaken in the framework of quantitative methodological approach. The case study focuses on a pupil and the critical points of conflict among the school and family as institutions and the child between them. Using analysis of documents, semi-structured interviews and observations, the complicated relationship of particular family and school was researched, and as well the impact of the relations on the development of the child.

The findings suggest, that ineffective cooperation and non-constructive resolution of problems between school and family have enormous impact on the development of a child in all areas. Furthermore, the study shows that parents perceive school in ambivalent and problematic way, particularly because of the inability to set boundaries and to set certain roles in the environment.

Keywords: Family, School, Child, Conflict, Relations, Cooperation