ABSTRACT

The diploma thesis deals with the obstacles to self-evaluation of primary and secondary school teachers. The aim of the diploma thesis was to find out whether there are any subjectively perceived obstacles that could prevent primary and secondary school teachers in the process of self-evaluation of their working performance. Next aim was to describe such obstacles, find out where they come from and propose measures in order to remove them. The theoretical part is based on the study of professional literature and other available sources. It introduces the basic concepts of the issue, describes the profession of a teacher and shows how self-evaluation is anchored in our legislation. From the point of view of the need for a detailed insight into the issue, qualitatively oriented research and the focus group method have been chosen. The analysis of the obtained data is inspired by the method of grounded theory. The obtained data were first coded and then isolated into categories. Each of the categories has been divided into subcategories for the sake of greater clarity. Through the analysis the four categories were created: the context of the profession, barriers on the teacher´s side, lack of support and specific barriers. The category context of the profession includes subcategories such as lack of time, large number of job responsibilities and complexity of the profession. The category barriers on the teacher's side includes subcategories of the teacher's negative approach to self-evaluation, the teacher's inexperience with self-evaluation, the teacher's insufficient motivation and the teacher's stagnation. The category lack of support includes subcategories such as lack of support from colleagues, lack of support from school management and lack of support during studies. In the category specific barriers, subcategories of inefficient use of self-evaluation methods and specific barriers for individual methods of self-evaluation have been isolated. The summary of the results captures the context between individual barriers of self-evaluation and it also presents teachers´ suggestions how to prevent individual obstacles to self-evaluation.

KEYWORDS

self-evaluation, self-reflection, pedagogical staff development, teacher, obstacles to self-evaluation, focus groups