

## **Abstract**

The diploma thesis makes use of qualitative analytical methods of the Grounded Theory to explore the theme of “reflection of experience with school of boys from Diagnostic Institute for Youth”. It sets a goal to understand the context of subjective meanings of adolescent boys. The result of the analysis is a description of the dynamic metamorphosis in relation to the school, using the description of internal and external factors affecting this phenomenon. Among the main discovered themes belong the role of the authority of educator and the usage of supervisory tools and the evaluation of their effectiveness by their addressee. Furthermore, the thesis devotes to description of the transformation of internal motivational dispositions of the individual (needs, interests, attitudes and values). The two main themes synthesize to the concept of transformation of the relationship to school. The thesis is a qualitative probe into the inner world of the adolescent subjects who, at the threshold of adulthood, are teetering on the edge of a risky behavior and a socially acceptable experimentation which naturally belongs to this developmental period. The thesis flows into a formulation of theory, which is valid for this very specific context. Research data were obtained via interviews led in accordance with the principles of the Grounded Theory.

## **KEYWORDS**

risk behavior, relationship to the school, authority, motivation, risk and protective factors