

ABSTRACT

The dissertation thesis deals with bases of establishing and maintaining authority in education from the perspective of student teachers in the international context. The thesis is divided into six chapters, the first three of which lay down its theoretical groundwork. In the first chapter the term authority is defined both generally and from the point of view of education, then it is classified and categorized, which is followed by an outline of possible dilemmas authority may cause in education. The second chapter charts both internal and external determinants of establishing and maintaining authority in education, i.e. it deals with the influence of teacher's personality and expertise, pupil, interaction of a teacher and a pupil, official pedagogical documents, as well as social and cultural factors. The theoretical part is concluded by the review of the contemporary research of authority in education. The fourth chapter presents the research question and characterizes bases of the selected research methodology – grounded theory. Also, it describes the research plan and utilized qualitative and quantitative research methods, which include free word associations, sentence completion, mind mapping, short written narratives, focus group, and adapted QTI. The chapter also concerns itself with research samples that comprised Czech, Finnish and Estonian student teachers of follow-up master study programmes as well as a group of undergraduate student teachers of the bachelor study programme. The fifth chapter focuses on both the pilot research and two phases of the research. It presents the interpretation and comparison of data collected using selected qualitative and quantitative methods, which was analysed via open, axial and selective coding. The author presents extracted categories (variables) that became the basis of the theory, which was gradually grounded in data through constant comparison of said categories in different contexts, which led to defining five research sub-questions. In the last chapter results and conclusions to the thesis are presented which include answers to research questions and the final version of grounded theory along with the model of bases of establishing teacher authority. There is also discussion and implications presented in the last chapter of the thesis.

KEYWORDS

teacher authority, student teachers, bases of teacher authority, teacher competence, teacher interaction styles, grounded theory, international context