

Abstract:

This thesis addresses the issues of discipline and authority in the school environment and their impact on creating an effective and safe educational setting. The theoretical part of the thesis deals with the definition of discipline and authority and their significance in the school environment. It demonstrates that discipline and authority are inseparably linked and crucial for achieving educational goals. Discipline is perceived as the conscious adherence to rules that protect individuals and maintain the functionality of the community through internal coherence and an external system of rewards and punishments. The current generation faces the devaluation of ethical values due to the influence of mass media and social networks, which also affects the respect for the authority of teachers. At the same time, the thesis explains the phenomenon of indiscipline as a natural and understandable part of the psychological development for this age group.

The empirical part focuses on the perception of discipline and its maintenance by teachers among lower secondary school students. It is based on quantitative research using questionnaires. The research results showed that conflicts with teachers are frequent and that the existing disciplinary measures may not be sufficiently effective. Students who frequently get into conflicts with teachers are less satisfied with school. A statistically significant dependence was found between satisfaction with the class collective and overall satisfaction with the school.

The conclusion emphasizes that discipline and authority in the school environment should be understood as dynamic processes requiring continuous adaptation and a sensitive approach. Teachers should seek new and effective pedagogical strategies that respect the dignity and individual needs of students and contribute to the creation of a positive school climate. This study contributes to a better understanding of the complexity of school discipline and offers recommendations for improving pedagogical practices and school policies

