



Univerzita Hradec Králové
Pedagogická fakulta

Vyroční

Závěrečná zpráva projektu specifického výzkumu na rok 2017 *č.č. 1104*

Název projektu: **Subjektivní životní spokojenost učitele a její vliv na hodnocení žáka**

Specifikace řešitelského týmu

Odpovědný řešitel: **Mgr. Irena Loudová, Ph.D.**

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(IČ: P14P0840, studentka doktorského studijního programu, školitel: doc. Jan Lašek)

Anotace

Cílem projektu bylo zjistit, jak subjektivní životní spokojenost v profesi učitele ovlivňuje jeho hodnocení žáků, které učí.

Celková částka přidělené dotace: 63809 Kč

Stručný popis postupu řešení problematiky

Výzkumná studie byla zaměřena na vztah mezi pohledem na vlastní práci a subjektivní životní spokojeností **v profesi učitele**. Studie je reprezentována kvantitativním výzkumem. První použitou metodou byl Grobův (1995) *Bernský dotazník subjektivní spokojenosti*, který zkoumá 6 základních prvků, které tuto spokojenost tvoří. Jedná se o: pozitivní postoj k životu (7 položek), prožívané problémy (7 položek), somatické potíže (8 položek), sebeúcta (3 položky), depresivní nálady (4 položky), radost v životě (5 položek). Jako druhou metodu jsme zvolili dotazník *RSA - Responsibility for Student Achievement Questionnaire* (autorem je T. R. Guskey, 1981). Autor předpokládá, že učitel prožívá svůj podíl odpovědnosti za žáka. Metoda je určena pro učitele základních a středních škol. Zjišťuje podíl učitelovy odpovědnosti za žákovy úspěchy či neúspěchy ve školní práci. Obsahuje 30 položek, každá nabízí dvě řešení; 15 jich měří faktor, který nazval autor R+ (odpovědnost za žákovy úspěchy), 15 položek pak faktor R-, (odpovědnost za žákovy neúspěchy). Každá otázka popisuje určitou situaci a ptá se po její příčině. Učitel má na základě svých zkušeností vybrat tu příčinu, která ve vyučování obvykle převládá. Výzkumné šetření vycházeno z postupů vhodných pro kvantitativní výzkumný design. Zpracování výsledků bylo provedeno pomocí standardních matematicko-statistických analýz.

Výzkumný vzorek: N=223; muži: N=110, tj. 49,32 %, ženy: N=113, tj. 50,68 %;

zkoumané proměnné: pohlaví, věk, rodinný stav, místo bydliště, typ školy, kde respondenti učí, délka praxe a vyučované předměty.

Výsledky šetření

Respondenti mají *nadprůměrně* (nad mediánem) pozitivní postoj k životu, mají méně somatických obtíží, depresivních stavů a více se radují ze života.

Ženy udávají významně více somatických problémů než muži.

Nebyl zjištěn žádný významný vztah mezi věkem respondentů a výsledky u obou metod.

Nejpozitivnější postoje k životu vykazují rozvedení, nejmenší ženatí a vdané.

Nejnižší depresivní stavy udávají rozvedení, nejvyšší svobodní.
Největší radosti ze života prožívají ženatí a vdané, nejmenší svobodní.
Nejpozitivnější postoje k životu vykazují rodiče tří dětí, nejnižší rodiče šesti dětí.
Nejvyšší sebeúctu mají rodiče tří dětí, nejnižší rodiče šesti dětí.
Nejvyšší depresivní stavy vykazují rodiče bezdětní, nejnižší s pěti dětmi.
Nevyšší výsledek v R-, tj. žák je zodpovědný za své neúspěchy, popisují respondenti z vesnice, nejnižší z velkého města.
Nebyly zjištěny významné rozdíly v proměnné: vyučované předměty.

Výsledky výzkumného šetření ukazují, že čím delší je praxe učitelů, tím více stoupá jejich sebeúcta. Učitelé, kteří jsou se svým životem spokojeni, jsou motivovaní a nadšení pro své povolání. Lépe dokáží motivovat a povzbuzovat své studenty. Dále jsou také schopni lépe zvládnout každodenní stresové situace, které jejich práce přináší.

Zjistili jsme, že čím méně udávají učitelé vlastní problémy, tím vyšší mají pocit, že dobré výsledky žáků jsou jejich zásluhou. Existuje tedy vztah mezi mírou odpovědnosti a prvky subjektivně prožívané osobní pohody.

Ovšem prokázali jsme, že s délkou praxe ubývá názor, že si žáci mohou sami za neúspěchy ve školní práci. Zkušení učitelé lépe porozumějí individuálním zvláštostem jednotlivých žáků a kvalifikovaněji posoudí žákův úspěch a neúspěch. Nevyšší výsledek v R-, tj. žák je zodpovědný za své neúspěchy, popisují respondenti z vesnice, nejnižší z velkého města.

Největší radosti ze života prožívají ženatí a vdané, nejmenší svobodní. Výzkum dále ukázal, že nejvyšší depresivní stavy vykazují bezdětní rodiče.

Dalším faktem je to, že ve školství pracuje převaha žen. Bude vhodné sledovat, jaký bude mít tato skutečnost vliv i na učitelské povolání.

Autoři předloženého textu předpokládají další rozsáhlejší šetření, kterými by interpretovali zjištěné výsledky průzkumné studie. Domnívají se, že je žádoucí se otázkami SWB i prožívání odpovědnosti za žáka zabývat a seznamovat s výsledky výzkumu studenty učitelství v pregraduálním vzdělávání (již na počátku jejich profesní kariéry), aby si uvědomili nejen náročnost a úskalí pedagogické profese, ale zabývali se i možnými strategiemi, jak eliminovat nežádoucí modely chování k sobě i k žákům.

Postup a časový harmonogram řešení

1. fáze (únor-březen)
 - a. studium odborných materiálů k dané problematice,
 - b. příprava dotazníků a jejich distribuce.
2. fáze (duben-červenec)
 - a. vyhodnocení získaných dat,
 - b. interpretace a diskuse výsledků.
3. fáze (srpen-prosinec)
 - a. prezentace výsledků na konferenci se započítatelným výstupem,
 - b. sepsání závěrečné zprávy.

Kontrolovatelné výsledky řešení

Příspěvek byl prezentován na mezinárodní konferenci: ICERI 2017, 10th INTERNACIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION. Místo konání: Sevilla (Španělsko), termín: 16-18 listopad 2017.

Přehled realizovaných výdajů

Druh výdaje	konkretizace	částka	Mezisoučet (celé Kč)
a) osobní náklady	mzda řešitelce	2 975,00 Kč	3 987 Kč
	zdravotní pojištění	267,76 Kč	
	sociální pojištění	743,75 Kč	
b) stipendia	stipendium Andršová (Novotná)	8 000,00 Kč	8 000 Kč
c) materiálové náklady	tonery	5 687,00 Kč	12 921 Kč
	tonery	3 751,00 Kč	
	kancel. potřeby	3 128,00 Kč	
	kancel. potřeby	355,00 Kč	
d) provozní náklady	nebylo pořízeno	- Kč	- Kč
e) služby	konferenční poplatek	10 323,86 Kč	15 944 Kč
	překlad textu	5 000,00 Kč	
	zhotovení posteru	620,00 Kč	
f) doplňkové náklady	kurzové ztráty	265,56 Kč	692 Kč
	bankovní poplatky	240,00 Kč	
	debetní transakce	186,77 Kč	
g) cestovné	stravné, ubytování, jízdné	11 366,00 Kč	22 274 Kč
	letenky	10 688,00 Kč	
	cestovní pojištění	220,00 Kč	
Celkem		63 817,70 Kč	63 818 Kč

Souhrn všech realizovaných výstupů projektu

1. Prezentace textu *SUBJECTIVE LIFE SATISFACTION OF THE TEACHER AND ITS INFLUENCE ON THE PUPIL'S ASSESSMENT* na mezinárodní konferenci: ICERI 2017,
2. publikační výstup typu D (zadán v OBD).

Přílohy:

- a) kopie publikačního výstupu
- b) výpis z OBD,
- c) vyúčtování dotace, výsledovka po účtech s pohyby ze systému Magion.

V Hradci Králové 2. 1. 2018



Mgr. Irena Loudová, Ph.D.

TIT SUBJECTIVE LIFE SATISFACTION OF THE TEACHERS AND ITS INFLUENCE ON
THE PUPILS ASSESSMENT

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ZDR International conference of education, research and innovation (ICERI 2017),911-917

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DRU D_ČLÁNEK VE SBORNÍKU



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SUBJECTIVE LIFE SATISFACTION OF THE TEACHER AND ITS INFLUENCE ON THE PUPIL'S ASSESSMENT

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Abstract

The research study is detecting how subjective life satisfaction in the teacher's profession influences his / her assessment of their pupils. The study represents an extensive type of research, based on procedures suitable for quantitative research. In order to determine the well-being of the teachers, Grob's Bernský questionnaire of subjective satisfaction was used to examine the following items: a positive attitude towards life, experienced problems, somatic difficulties, self-esteem, depressed mood and joy in life. The second method of research was the Guskey RSA questionnaire - Responsibility for Student Achievement Questionnaire, which assumes that the teacher experiences his / her share of responsibility for the pupil and his their school performance. The method is intended for teachers of elementary and secondary schools. In this study the questionnaire was completed by 223 respondents. The results show that the longer is the practice of teachers, the higher is their self-esteem. With the length of teaching practice it is weakened the opinion that pupils are to blame for their fail. We have proved that the less teachers give their own problems, the higher they feel that the good results of the students are their merit. Research has also found that women report significantly more somatic problems than men.

Keywords: teacher, satisfaction, evaluation, pupil.

1 INTRODUCTION

Teachers' work is very demanding, as many requests from the different participants (children, parents, school management, colleagues, inspectors, founders, politicians, the media, etc.) are demanded from the teacher. It is a profession under permanent public eye. Teachers are co-responsible for the upbringing and education of new generations, they pass on the cultural values and traditions of mankind, prepare students personally and professionally for a meaningful life now and in the future, and all this should be in accordance with the curricular objectives - while retaining their own professional personality and creativity. It is clear that this is a very challenging task, which is special and extraordinarily variable as well as contradictory from the view of society expectations and its individual segments (to strengthen general or vocational training, lead to strict adherence to standards and rules, or to strengthen the freedom and personal responsibility of educated people; to prepare the young generation for current tasks and needs, or to focus on quite blared future of social developments). Teaching profession currently has a high level of difficulty.

Teacher's work can also be seen as reflection - the so-called teacher's concept of teaching. It is a conscious and unconscious "private everyday pedagogical philosophy" that acquires specific forms for each teacher. Mareš [1] defines the teacher's concept of education as "a complex of pedagogical opinions, pedagogical attitudes and teacher's arguments that justify them. This complex creates a cognitive and emotional basis for teacher's thinking about education, for the assessment of education and teacher's acting with all actors in the educational process. "Another related term is the teacher's teaching style, which naturally follows the teacher's teaching concept. Teacher's style of teaching is characterized by procedures that are typical for the teacher. It is based on the specifics of the teacher's personality, life and pedagogical experiences. The authors Čáp a Mareš [2] emphasize that pupils need a teacher as a personality with human relationships and understanding. Grecmanová [3] says that the teacher is a key factor in the climate of the school and the class that influences the learning process with varying intensity. An important part of the school climate is the subjective satisfaction of teachers and their personal development.

A lot of attention is paid to the life satisfaction nowadays within the sociological, psychological and medical research. It can be considered a subjective criterion of positive evaluation of activities and experiences of phenomena and states in human life. As Křivohlavý [4] notes, over time and under the influence of experience and other circumstances, this subjective view of life satisfaction gradually evolves and changes. Hamplová [5] describes two aspects from which life satisfaction can be viewed.

The first, subjective point of view, involves our own perception of satisfaction with our position in society and in the context of our own interests, goals and expectations. The second, objective aspect, includes factors such as health, demographic, social and economic conditions.

For personal comfort is in Czech and Anglo-Saxon literature used the term well-being or subjective well-being. "Well-being is a subjective reflection of the human experience and evaluation of the relation to ourselves and to the outside world and its psychological processing." [6] It is a long-term emotional state in which the satisfaction of an individual with his / her own life is reflected. Blatný, Dosedlová, Kebza & Šolcová [6] remind that well-being includes three basic components: the emotional, cognitive and attitude components. It also has a structure of six basic dimensions: self-acceptance, positive relationships with others, autonomy, environmental management, meaning of life and personal development. Life satisfaction is the result of interaction of several factors. The factors influencing life satisfaction were studied by E. Diener, M. Suh, R. E. Lucas and H. L. Smith in the research study Subjective Well-Being: Three Decades of Progress [7]. In our study, we tried to find out, using verified methods, whether there is a relationship between the view on our own work and SWB and we chose the teacher's profession.

1.1 Methods of life satisfaction research

Nowadays, there are a number of methods and tools to measure and examine individual components and dimensions of life satisfaction. Fahrenberg, Kurttek, Schumacher & Brähler [8] point out that the phenomenon of life satisfaction is affected by a number of variables that we are not able to detect scientifically for the time being.

Křivohlavý [4] emphasizes the fact that the assessment of life satisfaction and quality of life by different person does not correspond to the real experience of the person under the consideration, therefore self-judging and self-evaluating methods were constructed that have a higher evidential value [9]. Most commonly, questionnaires or scales are used to capture a person's overall life satisfaction or to find out the life satisfaction in individual dimensions and aspects. The individual's task is to evaluate the level of life quality on a given scale by agreeing / disagreeing with the statement.

1.2 Demographic and personality factors

Demographic factors include gender, age, education, marital status, place of residence, place of work, length of practice and subjects taught.

Generally, the studies of gender-based influence on life satisfaction show that there is no significant difference between the sexes in experiencing life satisfaction. However, women and men differ in perceiving the individual dimensions of life satisfaction. For women, family, partnership and friendship are more important. On the contrary, men prefer the dimensions of social status, work and finances.

Another variable that can affect life satisfaction is age. Although with increasing age there is a deterioration in human health, it was found out that there was a slight increase in life satisfaction, which refers the ability of a person to adapt to changing conditions.

Partnership, marriage, and parenthood play an important role in every person's life. Bidirectional relationship was detected between marriage and life satisfaction. People living in marriage or long-term partnerships are usually more satisfied with their lives, they tend to be healthier and generally live longer. Personality factors can be considered self-esteem, temperamental characteristics, intelligence, internality, optimism and positive illusions. Self-esteem, self-satisfaction show the greatest correlation with life satisfaction out of all the variables researched. There is a two-way relationship between self-esteem and life satisfaction.

2 METHODS

Given the established goal, we chose quantitative research [10]. In order to determine the well-being of teachers, we used Grob's Bernese [11] questionnaire of subjective satisfaction, which examines: positive attitude to life (PAL), problems experienced (PE), somatic complaints (SC), self-esteem (SE), depressed moods (DM) and Joy in Life (JIL). The method is based on a construct of well-being composed of a cognitive and emotional dimensions. We processed the questionnaire in written form and the respondent using the Likert scale chose in the range from strongly agree (1 point) to strongly disagree (6 points).

As the second method of research, we chose RSA questionnaire by Guskey [12] - Responsibility for Student Achievement Questionnaire, which assumes that the teacher experiences his / her share of responsibility for students and their school performance. The method is intended for teachers of elementary and secondary schools. The questionnaire identifies the share of teacher's responsibility for pupils' successes or failures at school. It contains 30 items, each offering two solutions. Half of the items (i.e. 15) measures the R + factor (responsibility for pupil's achievement), the other half (15 items) measures the factor R- (responsibility for pupil's failures). Each question describing a particular situation searches for the cause. The teacher, based on his / her experience, selects the cause that usually prevails in teaching.

2.1 Research sample

Whole sample:	N=223; male: N=110, i.e. 49, 32 %, female: N=113, i.e. 50, 68 %;
Average age	M=38, 70 (there is no statistically significant age difference in both groups of respondents);
Marital status:	married: 43, 05 %, single: 45, 74 %, divorced: 11, 21 %;
Number of children:	childless: 37, 67%, one child: 17, 4 %, two children: 32, 74 %, three children: 9, 87 %, four children: 1, 79 %, five children: 0, 45 %, six children: 0, 45 %;
Place of residence:	village: 36, 32 %, small town: 45, 29 %, city: 18, 39 %;
Type of school where respondent teaches:	Kindergarten: 0,45 %, Apprentice secondary school: 24, 22 %, Professional secondary school: 29, 15 %, Secondary school: 0, 90 %, Vocational school: 1, 35 %, University: 1, 35 %, Elementary art school: 2, 69 %, Elementary school: 25, 56 %, Elementary, Secondary school: 1, 79 %;
Length of practice:	1-5 years: 49, 78 %, 6-10 years: 22, 87 %, 11 and more years: 27, 35 %.

3 RESULTS

The results of the survey show that in any of the items surveyed, the outcomes are not close to the ideal median: our respondents have "above average" (above median) positive attitude to life, but they have more problems than the average, less somatic difficulties, less depressions, and they enjoy life more (Table 1).

Table 1. SWB results.

	PAL	PE	SC	SE	DM	JIL
M	31,90	18,9	14,2	14,5	7,78	14
SD	5,20	6,46	4,33	2,7	3,86	2,43
MEDIAN	33	18	13	15	7	14
Ideal. median	21,5	21,5	16,5	9,5	12,5	10,5

Key: PAL (positive attitude to life), PE (problems experienced), SC (somatic complaints), SE self-esteem, DM (depressive moods), JIL (joy in life)

In our sample of respondents, there is a predominant view that pupils' achievements are above average due to teacher's skills, and that pupils are to blame for their failure (Table 2).

Table 2. RSA results: descriptive statistics (N=223).

Descriptives	$\Sigma R+$	$\Sigma R+/15$	$\Sigma R-$	$\Sigma R-/15$
M	844	56,28	639	42,62
SD	111,24	7,40	153,19	10,26
min	500	33,33	69	13,46
max	1226	81,73	1035	202

As a supplement, the differences between a and b variants of answers for each item were calculated. Items with the extreme values of difference (i.e., where respondents' answers ranged 50:50, and items where respondents attributed significantly higher percentages to one of the response variants) are listed in Table 3.

Table 3. RSA items with extreme values of differences in answers a and b (N=223).

Item	a %	b %	difference
RSA 19	49,66	50,34	-0,68
RSA 10	50,79	49,39	1,40
RSA 03	48,87	51,13	-2,25
RSA 04	29,79	70,21	-40,41
RSA 21	75,26	24,76	50,50
RSA 18	76,13	32,87	43,26

We present the text of selected questionnaire items:

19. Suppose some classes wish to be taught by you. It may be because:

- a) most pupils think you are kind and pleasant (49.66%),
- b) you can inspire pupils to learn (50.34%).

10. When your pupils learn something very easily, it is most often because:

- a) they were previously interested in it (50.79%),
- b) you helped them to understand basic relationships (49.39%).

03. When most pupils write a test with good results, it is probably because:

- a) the test was very easy (48.87%),
- b) you have indicated what they can expect (51.13%).

04. If your pupil can not remember something you were just talking about in the class, it's usually because:

- a) you did not quite emphasize this matter (29.79%),
- b) some pupils do not pay attention in the class (70.21%).

21. Suppose you exceptionally add (in addition to the timetable) some extra lesson. This happens because:

- a) you wish to ensure that, as far as possible, all students manage given matter (75.26%),
- b) is recommended, although the results do not correspond to the work done (24.76%).

18. When you hear one of your pupils say: "This is a great teacher and can teach" - it is probably because:

- a) you are trying to make the lessons for the pupils attractive (76.13%),
- b) some pupils are simply crawlers (32.87%).

Furthermore, the relationship between R + and R- was evaluated. There was no interdependence between R + and R-; these are independent phenomena. The teacher perceives his / her share of the pupil's success or failure separately.

3.1 Results of statistical analysis of variable data

We were interested in the following variables: gender, age, marital status, number of children, place of residence, length of practice, subjects taught.

Only statistically significant results at 5% significance level are presented below.

Table 4. Differences between male and female.

	F test	male	female
SC	4,86*	13,51	17,78

*p≤0,05

Women report significantly more somatic problems than men.

Age: No significant relationship was found between the age of the respondents and the results of both methods.

Table 5. Impact of marital status on responses.

	F test	married	single	divorced
PAL	3,51*	31,6	31,7	34,16
DM	5,16*	7,99	8,06	5,75
JIL	4,76*	13,88	13,7	15,22

*p≤0,05

The most positive attitudes towards life show the divorced, the weakest positive attitude show the married.

The lowest depressive states indicate the divorce, the highest ones show the single.

The greatest joys of life are experienced by married, the least joy of life indicate the single.

Table 6. Impact of the number of children on responses.

	F test	0	1	2	3	4	5	6
PAL	2,62*	30,88	33,11	32,17	33,56	31,23	22,48	25,48
SE	3,72*	14,02	14,84	14,66	17,74	13,86	14,52	5,62
DM	2,34*	8,55	7,26	7,47	7,04	7,02	4,09	6,09

*p≤0,05

The most positive attitudes towards life are reported by parents of three children, the lowest ones are shown by parents of six children.

Highest self-esteem have parents of three children, the lowest one indicate parents of six children.

The highest depressive states are reported by childless parents, the lowest ones show parents with five children.

Table 7. Impact of place of residence on responses.

	F test	village	little town	city
R -	3,12*	44,52	41,54	41,55

*p≤0,05

The highest score in R - i.e. the pupils are responsible for their failures - describe the respondents from the village, the lowest one show respondents from the city.

Length of practice: $r = 0,15^*$

The longer the practice, the higher the self-esteem. R- : length of practice: $r = - 0,15^*$

With the length of practice, the opinion that pupils are responsible for their failure weakens. An experienced teacher is able to work with less gifted pupils better.

Subjects taught: no significant differences were detected.

Relationship between the two methods: R +: personal problems = $r = - 0,16^*$

The less the respondents present their own problems, the more they feel that the pupils' good results are to their credit (and vice versa).

4 CONCLUSIONS

The results of the research survey, which is pre-research for an extended study (to be conducted in 2018 with a bigger number of respondents), show that the longer the practice of teachers is, the higher their self-esteem. Patrick, Hisley and Kempler [13] also confirmed by their research that teachers who are happy with their lives are motivated and enthusiastic about their profession. They are better able to motivate and encourage their students. They are also able to cope with the daily stresses connected with their work much easier.

We found out that the less teachers report their own problems, the more they feel that the good results of the pupils are to their credit. There is, therefore, a relationship between the level of responsibility and the elements of subjectively experienced personal well-being.

However, we proved that with the length of practice, the opinion that pupils are responsible for their own failure in school work weakens. Experienced teachers will better understand the individual peculiarities of individual pupils and will more effectively assess pupils' success and failure. The highest score in the R-, i.e. the pupil is responsible for his/her failures, describe the respondents from the village, the lowest one is indicated by respondents from the cities. Research also found that women report significantly more somatic problems than men. The greatest joys of life are experienced by the married, the least joys of life report the single. Besides, research proved that the highest depressive states were detected in childless parents.

In the Czech Republic there is an increasing number of people living in a partner model of a long-term relationship, but without marriage. At the same time, the number of so-called singles increases. Another fact is that there is a predominance of women in education. It will be worthwhile to see how this will also affect the teaching profession.

The authors of the presented text expect further extensive survey to interpret the findings of the exploratory study. They believe that it is important to deal with SWB questions, as well as with the responsibility for the pupils, and to inform the students of teacher training (already at the beginning of their professional career) about the research results in order to realize not only the difficulty and pitfalls of the teaching profession but also to address the possible strategies how to eliminate unwanted patterns of behaviour toward both themselves and pupils.

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