

ABSTRACT

The work deals with the issue of burnout syndrome among teachers at secondary pedagogical schools. The work is divided into a theoretical and a practical part. The theoretical part is devoted to the definition of the burnout syndrome according to various authors, the symptoms of the burnout syndrome and the description of the groups that may be affected by the burnout syndrome. Furthermore, in the theoretical part, the problem of stress and the description of the struggle with it are reflected. Emphasis is placed on assertiveness as a method of combating stress. Supervision and mental hygiene are further reflected in the thesis as methods of preventing the occurrence of burnout syndrome. The pilot part of the practical part is qualitative research. (semi-structured interviews with teachers at secondary pedagogical schools). The sample consists of 16 teachers from four secondary pedagogical schools from Prague and Central Bohemia. The goal of the research is to find out whether teachers of specialized or general education subjects are more prone to burnout and to map the most common methods of preventing burnout and the most common methods of applying mental hygiene to these teachers. Grounded theory was used as a method of evaluating the results of qualitative research. The results indicated that teachers at secondary pedagogical schools do not suffer from a developed form of burnout syndrome, they regularly devote themselves to mental hygiene. The research describes those areas that could be potentially risky for the development of burnout syndrome. The practical part of the work also includes the proposal of specific activities for teaching burnout syndrome in pedagogy.