

ABSTRACT

This bachelor thesis deals with the issue of well-being of university students from Faculties of Education across the Czech Republic. The aim of the theoretical part was to introduce and define the concept of well-being in terms of the most well-known theories and to describe what specifically defines well-being of university students. For orientation, the developmental period that corresponds to studying at university was briefly described. Next, the theory focuses on the stressors of college study and what coping strategies for coping with stress are effective or not for students.

The research part was conducted qualitatively. Its purpose was to describe the experience of 7 students from Faculties of Education via semi-structured interviews. The data from the interviews were further analyzed and interpreted through reflective thematic analysis. The outcome of the research are the 4 most significant themes tied to students' well-being. The research shows that motivation and attitude towards education are central to students' perceived well-being. Also that relationships and support help students the most in their education journey. Last but not least, that the most strongest stressor for student are time demands. Lastly, the research also makes recommendations for universities, specifically to promote their support services more, with the implication that for the most effective burnout prevention, students themselves need to be interested in the services.

KEYWORDS

Well-being, positive psychology, stress, burnout syndrom, teaching, prevention, student support services

