

## **ABSTRACT**

"This master's thesis focuses on the role of collegial sharing as a prevention strategy against the development of burnout syndrome among beginning teachers in elementary schools. The aim of the thesis is to analyze how collegial sharing can contribute to protecting beginning teachers from burnout and what its benefits are in terms of professional development and psychological well-being. The thesis also focuses on identifying risk factors associated with the teaching profession and their impact on the development of burnout syndrome.

Qualitative methods, specifically semi-structured interviews with beginning teachers, were used in the research section. Respondents were selected based on convenience sampling, with the respondents being beginning teachers at primary schools. The collected data were analyzed through thematic analysis, using coding and identification of key themes.

The research results showed that collegial sharing plays an important role in creating a supportive environment for beginning teachers. Colleagues become important sources of support, sharing experiences, and advice. This form of support helps to reduce stress factors associated with teaching and contributes to the prevention of the development of burnout syndrome. Additionally, collegial sharing has been shown to bring professional growth and development, strengthen confidence, and foster a sense of belonging among teachers.

The findings of this work are significant not only for the individual teacher and their pedagogical practice but also for school management. The research suggests a focus on identifying and supporting collegial sharing as possible key factors in preventing burnout syndrome among beginning teachers. It is also important to consider implementing measures and supporting the environment of collegial sharing in educational institutions."

## **KEYWORDS**

burnout syndrome, collegiality, teacher stress, novice teacher, prevention, social climat