

ABSTRACT

This diploma thesis deals with the burnout syndrome in primary school teachers. The field of interest of this thesis is the relation between the burnout syndrome and the social support offered by individual schools. It primarily focuses on formal activities at schools that assist with the social support which works as a prevention of the burnout syndrome development.

The submitted work consists of two parts – theoretical and practical. The theoretical part defines the most important terms linked with the burnout syndrome. Primarily stress, one of the main causes of the burnout syndrome and its effect on the human health. Secondly the burnout syndrome itself, the concept thereof, causes and symptoms and lastly its phases. In the next chapter, stress and the burnout syndrome in the teaching profession are described, followed by possibilities of their prevention. The last chapter of the theoretical part is then concerned with the specific formal activities for assistance with the professional social support. The results of research in two schools, chosen based on the different number of formal activities, are presented in the practical part. Teachers in these schools were given a questionnaire, the first part of which provides a general information, the second part uses the standardized Shirom–Melamed Burnout Measure. A total of 101 respondents participated in the research. The results of this research also offer the most common causes of stress and dissatisfaction of the respondents. These are, primarily, the pupils and their parents, administration and large amount of homework, financial evaluation and the education system as such. Additionally, the results of the research showed that the respondents who show symptoms of the burnout syndrome consider themselves at risk of developing mentioned syndrome. No statistically significant correlation was found between the number of used formal activities for assistance with the professional social support and the burnout rate of respondents. This means that larger number of formal activities offered by school to respondents did not guarantee better results in the burnout area compared with respondents whom schools offered only limited number of those activities. The research, however, showed significant difference between respondents, who use at least one formal activity for assistance with the professional social support, and those of the same schools

who do not use it. It was confirmed that the difference of the burnout rate of these respondents is statistically significant.

KEYWORDS

burnout syndrome, stress, teacher, social support