

ABSTRACT

The theoretical part of this diploma thesis focuses on defining psychohygiene. The principles of psychohygiene are presented, such as efficient use of time, healthy diet, sufficient exercise, etc. Furthermore, the term stress is defined and explained in more detail by stressors that can burden teachers in a kindergarten. The position of a teacher in a kindergarten, his personality and competences are scrutinized here. The practical part is focused on a qualitative research. Using the case study defined here, the workplace of a private kindergarten is examined in detail using an observation method. Another method in the research is a questionnaire for pedagogical staff in two branches of kindergartens and nurseries. Based on the findings, a conclusion is drawn regarding the psychohygiene of teachers. The aim of the work is to reveal the positives and negatives that affect teachers in this kindergarten and to find out how aware they are about psychohygiene. The research shows that the kindergarten supports employees in healthy eating, exercise, effectively planned working hours and in constantly possible communication with parents. One of the biggest stressors resulting from the questionnaire is, above all, excessive noise and voice strain as well as communication with parents. The biggest stressor in this workplace is mainly poor interpersonal communication bringing various stressful situations. The results of the research also show that all workers are acquainted with the concept of psychohygiene and basically try to follow the principles of known rational life management. They mostly neglect sufficient rest and enough physical activities.

KEYWORDS

Psychohygiene, a kindergarten teacher, stressors, methods of psychohygiene, mental condition