

## **ABSTRACT**

Our work is focused on the period of the global COVID-19 pandemic at its beginning, specifically in the spring and autumn of 2020. It particularly features the area of Czech educational system. We aim to reflect how the pandemic and the closely related distance education in schools affected teachers' attitude towards the education process and also their mental health.

In the theoretical part we aspire to define basic terms, such as the teacher's personality, professional growth, motivation, stress, burn-out syndrome and mental hygiene. In addition, we offer an explanation of the process of distance education.

The empirical part was realized via semi-structured interviews with teachers of theoretical subjects on vocational schools who were involved in the educational process during the time when it was forced to be led online. The most troublesome issues were the following: the teachers' inadequate technical skills and low self-confidence related to those, but also the minimal support from the schools' management regarding both the training in usage of on-line tools and the need of care of students', school employees' and parents' mental health.

## **KEYWORDS**

personality, professional growth, motivation, mental hygiene, burn-out syndrome, COVID-19 pandemic, distance education