

ABSTRACT

This diploma thesis deals with the issue of the impact of distance education on the well-being of a primary school teacher. It is divided into a theoretical part and an empirical part.

The theoretical part describes the reason for the introduction of distance education, its characteristics and legal parameters in the Czech Republic. It also deals with the impact of major life changes on the experience of individuals, defining the concept of stress and reactions to it. Effective methods of managing stress such as coping strategies, social support, emotional and social intelligence and self-efficacy are briefly mentioned. The consequence of long-term intense stress - burnout syndrome - is also described.

In the empirical part, the research is characterized, the aim of which was the personal view of 15 teachers on distance learning and its effects on their experience. A semi-structured interview method was chosen to collect qualitative research data. The analysis was carried out in the form of open and axial coding based on grounded theory. The results of the work provide a description of specific impacts, which are also schematically anchored. The main topic is the experienced change, which manifested itself mainly in the field of cooperation with parents and in the technical aspect of the work. Individual factors also influenced the impact. Although the stressors of distance learning were mostly uniform, e.g. excessive workload caused by a different style of work in planning, teaching and communication, a certain dependence on parents, the necessity of delegating part of one's work to them, parental intervention in teaching, invasion of privacy caused by asynchronous teaching, etc., teachers' reactions to them differed. A positive impact is also evident, where teachers highlight the charging of new experiences and digital competences. The work also describes the influence of age and in the end brings several lessons for similar situations.

KEYWORDS

distance education, well-being, teachers, elementary school, quality research