

## **ABSTRACT**

The thesis deals with the topic of teachers' stress self-regulation during teaching hours and their mental well-being. The aim of the thesis is to identify possible stressors that teachers face and then to analyze stress regulation strategies.

The thesis is divided into theoretical and empirical parts. In the theoretical part, significant space is devoted to the definition of stress and the stress response, which is viewed particularly from a neuroscientific point of view. The following chapter is devoted to the current challenges and requirements of the primary school teaching profession, the topic of self-efficacy and school culture. The last chapter of the theoretical part provides insight into the issues of resilience and stress regulation. It offers an overview of possible coping strategies and their applicability in the school environment.

The empirical part is based on a questionnaire survey conducted among primary school teachers across the Czech Republic. The questionnaire items can be divided into three key headings: stress and stressors, strategies for coping with stress, and support from school principals.

Two hypothesis were set for this thesis. One seeks a link between the location in which teachers work and their engagement in taking care of their mental well-being and stress coping. The second hypothesis attempts to find a possible link between the age of teachers and their concern for their own mental well-being.

The empirical part, supported by the insights from the theoretical part, explains the possible causes of teachers' stress and whether and how they cope with their stress during school hours. The final chapters of the thesis summarize the results of the questionnaire survey, which shows that teachers' stress levels are significant and that there is often little or no support from the school. As a result, teachers often postpone managing their stress to time when they are already out of the workplace. As a result, this can mean that they channel their mental discomfort onto their pupils and thus affect negatively their learning process.