Abstract

This diploma thesis focuses on the attitudes of teachers at secondary vocational schools and vocational training institutions towards students with tendencies toward non-suicidal self-injury. The topic is highly relevant due to the increasing prevalence of self-injurious behavior during adolescence and the significant role of schools in the early identification of mental health difficulties. The thesis is grounded in current theoretical knowledge of the multifactorial nature of self-injury and its psychological, social, and educational contexts, emphasizing the importance of teachers' attitudes as a key factor influencing the quality of school responses to at-risk students.

The aim of the thesis is to examine the attitudes of teachers toward students engaging in self-injurious behavior, to explore teachers' perceived professional competence in addressing these situations, and to identify factors that influence these attitudes and perceptions. Particular attention is paid to the impact of professional training in mental health, length of teaching experience, personal experience with self-injury among students, and the level of institutional support within the school environment. Based on the findings, practical recommendations for prevention and crisis intervention in schools are proposed.

Methodologically, the thesis is designed as a quantitative study using an anonymous questionnaire survey. The research sample consisted of 117 teachers working predominantly at secondary vocational schools and vocational training institutions. The questionnaire focused on teachers' knowledge of self-injury, their attitudes, strategies of intervention, and perceived professional competence. The collected data were analyzed using descriptive statistics and analysis of variance (ANOVA), while ethical principles such as anonymity and voluntary participation were strictly observed.

The results indicate that teachers generally demonstrate a high level of empathy and willingness to support students engaging in self-injurious behavior; however, a significant proportion of respondents report uncertainty in professionally assessing such situations, particularly when distinguishing between demonstrative and crisis forms of self-injury. Statistically significant factors influencing perceived professional competence include participation in professional mental health training and an open school culture that allows discussion of mental health issues. The main contribution of the thesis lies in identifying key areas for teacher education and in proposing concrete measures to strengthen prevention and crisis intervention practices within secondary schools.