

ABSTRACT

The thesis is dealing with the problematics of burnout syndrome and engagement in teaching profession in different types of schools and grades. Its objective is to detect the degree of burnout in a selected sample of teachers and map the main determinants of contentment related to engaged teachers.

The theoretical part defines the concept of burnout syndrome, its development, progress, signs, causes and diagnostics. It clarifies the development of burnout in teaching profession. Furthermore, it describes the key characteristics of engagement, the diagnostic methods and the relationship between teaching and engagement.

The empiric part has two goals: to find out the degree of burnout in teachers and depict the essential factors which contribute to their engagement. The research was based on questionnaires and interviews and answered the research questions. The results are presented in tables and graphs. In conclusion, there are some suggestions how to lower the risk of genesis and growth of burnout syndrome.

KEY WORDS

Burnout syndrome, work load, stress, emotional exhaustion, fatigue, teaching profession, engagement, flow, well-being.