ABSTRACT
This thesis is concerned with the phenomenon of burnout in university teachers, who have been previously rather neglected in connection with this topic. The theoretical part provides an analysis of current knowledge regarding the development of the concept of burnout from the very early interest in this issue in the 1970s to the present, with emphasis being placed on the teaching profession, especially in the tertiary education sector.

In the empirical part of the research, the assumption of different levels of burnout in university teachers in the former Eastern Bloc and Western European country was tested. This international study compares the burnout level in teachers from the philosophy faculties of Czech Charles University and German Universität Regensburg. In order to achieve a more holistic view of this topic, the levels of life engagement and depression have been studied as well. The data were collected with the help of Copenhagen Burnout Inventory, Life Engagement Test, Beck Depression Inventory and a sociodemographic questionnaire.

Basic research assumption predicting differences in levels of burnout, life engagement and depression in Czech and German university teachers was confirmed in only one burnout subscale, namely the subscale of student-related burnout. Additionally, the hypothesis regarding the negative correlation between burnout and life engagement was also confirmed.