

ABSTRACT

This thesis deals with the work of school psychologists in the field of teachers burnout syndrome. The purpose of this study is to describe how the school psychologists perceive burnout syndrome, how they contribute in its prevention and solving this problem in schools. The theoretical part focuses on the definition of school psychology according to current Czech law and available studies. The focus is on the work of school psychologists with teachers. The following chapters describe burnout syndrome, its causes, symptoms, prevention and how to handle it. The focus is on the teachers, whose job can be risky due to burnout syndrome. The practical part includes the results of qualitative research. The research was derived through interviews with 11 school psychologists (10 women and 1 man). According to my analysis I found that the school psychologists view burnout syndrome as a genuine problem and also recognise that being a teacher can be a risky occupation. They do not have any appropriate diagnostic tools to detect the professional satisfaction of the teachers. In some cases they monitor the situation at school. While working, they both consciously and unconsciously contribute to the prevention of the teachers burnout syndrome. When the teachers know that the psychologists are there for them, it can help. The individual consultations by the psychologists provide preventive care for the teachers. The prevention is also realized by taking the children from the classes, organising trips, seminars and supervision which are aimed to enhance the well-being of the teachers. Plus, they also work with teachers who are already experiencing burnout syndrome. They offer them help and try to map the situation and they try to find the best solution which leads to the support of the teacher in the end.