

## **Abstract**

The objective of this thesis is map whenever there are differences between teachers and their danger level of burnout syndrome. The next aim is the finding if there are some differences between men and women in coping with burnout syndrome and if their coping strategies are different.

The theoretical part is focused on describing burnout syndrome, its symptoms, impacts and coping strategies which have been already defined by other authors. Analysis of coping strategies is part of the theoretical part too. Empirical work is based on the research that I realized. The research is two-phased. In the first phase teachers filled the questionnaire which is focused on the burnout syndrome. In the second phase, there were interviews which were realized with women and men picked based on outcomes of the first phase. Teachers from basic schools, secondary technical schools, grammar schools and secondary vocational schools. The interviews were realized with six respondents. Data gained from questionnaires and interviews are compared in terms of the type of school and in terms of gender.

The main results of my research are following. Gender does not differ in manifestation of burn-out syndrome, burnout syndrome symptoms are gender-neutral. The frequency of burnout syndrome manifestation differs depending on the level and type of school. The outcomes show that there is the difference between grades and types of schools. The higher the grade and the type of school is (the first grade of elementary school, the second grade of elementary school, the grammar school, the secondary technical school, the secondary vocational school), the greater the symptoms of the burnout syndrome among the teachers are. Men have better self-efficacy than women and teachers at the vocational school trust mostly their own skills. Men resort to negative coping strategies more often than women. Teachers of elementary and secondary technical schools use more positive coping strategies, at grammar and secondary vocational schools they prefer positive and negative strategies the same. In the case of teachers at the first and second level of elementary school, degrees in the choice of strategies do not differ, teachers, teachers of both grades choose more often positive coping strategies. The relationship between the presence of burnout syndrome and negative coping strategies was also demonstrated. Majority of respondents has sufficient level of social support, one sixth of teachers showed a low level of

social support. An integral part of the work was also the characteristic of "satisfied" and "burned" teachers, on the basis of which the characteristics of the groups were determined.

**Keywords**

Burnout syndrome, coping strategies, mental and emotional exhaustion, teaching.