

Abstract

This bachelor's thesis focuses on teachers' Quality of Work Life, precisely that of teachers at secondary education institutions with 4-year general study programs ('čtyřletá gymnázia') or multi-year grammar schools general study programs ('víceletá gymnázia'). Special attention is paid to the origins of Quality of Work Life as a concept and to how the term is used today as well as to the characteristic features and issues of the teacher's profession. The thesis analyses how a Czech grammar school ('gymnázium') teacher's job is different from that of other teachers' professions. Analysed specific job characteristics are applied to the concept Quality of Work Life, including aspects and factors relevant to teachers' profession. The empirical study aims to measure the quality of teachers' work lives. The second aim is to compare teachers' satisfaction with working life in contrast to satisfaction in the current job. The thesis includes a quantitative account of the issue in the form of a survey using the Subjective Quality of Working Life Index (Vinopal, 2011) and carried out in public 'gymnázium' schools with 4-year or multi-year grammar schools programs in Prague. The survey has been expanded to account for the specifics of teaching as a profession. The results are presented and interpreted.

Key words:

quality of life, job quality, quality of work life, quality of working life, subjective quality of working life, job satisfaction, grammar school teachers, multi-year grammar school teachers