

Abstract

This bachelor thesis focuses on professional identity and motivation of male teachers in the context of feminization of the teaching profession, specifically in the sector of pre-primary education. The main aim of the thesis is to explore issues related to the position of a male teacher in pre-primary education in the context of the Czech educational environment.

The thesis is divided into two parts. The theoretical part introduces issues of professional identity and motivation in relation to the teaching profession. The author also discusses the teaching profession, pre-primary education, and particularly the representation of male teachers in the pre-primary sector in the Czech Republic as well as in other European countries. The emphasis is on the discussion of the most significant challenges of male teachers, as they have been identified in international research.

The empirical part of the thesis is based on qualitative research conducted using a method of Interpretative phenomenological analysis (IPA). The data were collected via semi-structured interviews with three male teachers. The findings of the IPA analysis consist of six themes identified across all three interviews. These themes are: Positive responses and family support, Satisfaction in the teaching profession, Astonishment of the wider society, Self-actualization, and self-development, From fear to acceptance, and Male exclusivity in female collectives. Overall, these findings make visible number of positive aspects of male teachers' work in pre-school education. Wider knowledge of these positive aspects could help increase interest of male teachers in the pre-primary sectors and thus improve gender equality in the educational area.

Key Words

Teaching profession, professional identity, professional motivation, pre-primary Education, feminization of teaching profession, gender, male teachers, qualitative research Interpretative Phenomenological Analysis (IPA)