

Abstract (in English):

This bachelor's thesis deals with the analysis of the relation between parental education and the intention to vote of Czech secondary school students - whether the relation exists, what affects this relation and how this relation can be explained. The synthesis of the literature shows that the positive effect of parents' education on the intention to vote has already been demonstrated in Czech minors (Kudrnáč, 2018), internationally in minors (Kim and Lim, 2018) and Finnish young adults (Gidengil, Wass & Valaste, 2016). Based on the literature we summarize four possible explanations of the relationship: 1.) more educated parents participate more often in elections themselves and represent a role model for their offspring, which offsprings observe and acquire through social learning, 2.) more educated parents provide their offspring with a politically stimulating home environment, which provides them to political values and stimulates their vote intentions, 3.) more educated parents lead their offspring to their higher education (in the context of secondary school students, this approach can be represented by the type of school) and so the offspring acquire a number of skills and values leading to voter turnout, 4.) education represents socioeconomic status or family standard of living.

We test this relation with Czech secondary school students using a combined data set from the *Jeden svět na školách* questionnaire survey from 2012, 2014 and 2017. Based on the logistic regression analysis, we show that there is a positive effect of parental education on the intention of secondary school students to vote and this relation varies according to the age of students - the effect of parents' education is decreasing with student' age. The effect of parents' education turns out to be independent of time and gender (both parental and offspring). In terms of possible explanations, it shows that the type of school can partially explain the effect of parents' education. The perceived standard of living and obtaining information from parents (which the author uses as an indicator of a politically stimulating environment at home) then, although they influence the intention to vote, do not explain the effect of parents' education. For future research, we propose replication of research, including the variable of parental choice and a complete construct of a politically stimulating domestic environment. We also propose to focus on research shedding light on the decline in the effect of parental education on the intention to vote over time.