

ABSTRACT

This bachelor's thesis is about discovering motivational factors that drive students to become chemistry teachers. The theoretical part firstly talks about choosing a profession with a science background, it focuses on factors that affect the career decision-making of students and picking a job in a science environment. Further, it presents Czech and foreign research as well as the publication of incentive theme for becoming a (chemistry) teacher. The research part is devoted to gathering and analyzing data that were collected using a FIT-Choice Scale questionnaire. Said questionnaire was firstly translated to the Czech language. The research was attended by 98 students of chemistry teaching from 8 colleges. Results exhibit that amongst the most important factors affecting a decision of studying chemistry teaching is working with kids and adolescent students additionally forming their future. Among others also important factors are the self-acknowledgment of personal teaching skills, the individual interest of the job, the conception of stable employment, effort of contributing the society, and previous experience with both teaching and learning. On the contrary, the least amount of influence for the decision on becoming a lecturer is the choice of a backup career. The conclusion of the thesis is dedicated to a proposal on how to increase curiosity in potential applicants to this field of study.