Abstract

The thesis Relationships of Muslim Families towards Czech School - The Role of Cultural and Religious Specifics in Families from the Middle East is a theoretical-empirical thesis focused on Muslim immigrant families living in Czech Republic whose children attend common Czech state schools and their perception of the Czech school system. The goal of the thesis is to determine what the relation of Muslim family is and how is influenced by the religious and cultural specifics.

The object of the theoretical part is to convey the basic background for understanding the complex situation of the target group. The first chapter shows the families as the participants in the processes of migration and intercultural communication, the next one deals with the role of school as an environment of integration and the last chapter of this part describes essential characteristics of Islam and the Muslim community in Czech Republic.

The object of the empirical part is to describe the influence of cultural and religious specifics on the Muslim families’ review of experiences with Czech school. Interviews with the selected families and open and axial coding were used as the research method in this thesis. The results of the research are presented in several main sections. Those are: adjustment of the Czech education system, content of education, relationships within the peer group and the role of teacher.

The results of the research indicate that the cultural specifics particularly influence the review of a teacher and schoolmates as the representatives of the Czech society, displaying a different view of authority and the value of education. The religious specifics are demonstrated in the concerns according to the influence of classmates’ behavior, which are parents afraid of. The communication about the religious exceptions between the teacher and the parents is viewed in a positive way. The next object of the review is the role of teacher according to information about Islam during the education and how he/she reflects the presence of the Muslim student. The positive review appears in the case the Muslim is engaged as an active participant by the teacher. Absence of the opportunity for the student himself to present his religion and the presence of misinterpreted information is reviewed in a very negative way. Negative review applies as well on the review of the societal settings towards the Islam and Muslims, which respondents consider to be influenced by the media and prejudices as they experience those also in the relationships with peers and teachers.

The ending of the thesis includes also suggestions for practice. Those include not only teacher’s work with the class attended by a Muslim student but also a student whose mother
tongue is different from Czech. Lack of the language training and individual approach in this respect proved to be one of the most significant topics for the group of respondents.