

Abstract

The bachelor's thesis deals with social inequalities in education from the point of view of teachers in Bílina. The aim of the work is to find out whether and how the attitudes of teachers from the multi-year gymnasium and from the second primary school in Bílina differ according to the type of school they teach at. Another goal is a deeper understanding of social inequality from the perspective of teachers, who are key actors in education policy. The work is divided into two main parts – theoretical and analytical. The first part of the work is devoted to the description of the theoretical basis of the work. First, this section describes the concept of justice in education, followed by various theories explaining the causes of social inequalities in education, such as the theories of Basil Bernstein, Pierre Bourdieu and Jean-Claude Passeron or Melvin L. Kohn, from Czech authors such as Tomáš Katrňák or Ladislav Rabušic. Furthermore, in the theoretical part of the work, external differentiation and its influence on inequalities in education are described, as well as what attitudes towards external differentiation and social inequalities in education are held by teachers from primary schools and multi-year grammar schools according to various researches, and the possible causes of differences in these attitudes. The second, analytical, part of the work is based on interviews conducted with a total of five respondents, three from the multi-year high school and two from the second grade of the elementary school in Bílina. In this section, the research questions are answered - that is, whether and how teachers' attitudes towards social inequalities in education differ and what main topics or aspects related to social inequalities in education are mentioned by teachers.