## Summary

This research project is aimed at demonstrating the biographical experience related to the pursuing of the teaching career by men in the extremely feminized field of early childhood education.

The first chapter presents the theoretical framework for the concept of masculinities, including Raewyn Connell's notion of hegemonic masculinity, which served as an interpretative device in the analysis of the collected research material. Since the indicated theoretical perspective is closely related to the issue of gender socialization, this part of the dissertation also explains the topic of gender formation, agendas that have a particular impact on the course of this process, and the issue of gendered work in the labour market.

The objective of the second theoretical chapter is to present the phenomenon of the feminization of the teaching profession and the state of knowledge about men employed as teachers – class tutors at the level of early school education. It characterizes the historical context of the transition of teaching profession from masculinization to feminization, taking into account the causes and effects of this phenomenon. This chapter also provides a state of research on the employment of men as tutors at the primary school level.

The third chapter includes the description of the adopted methodological procedure. It presents the qualitative research approach and the interpretative paradigm employed in this work, and defines the goals and research questions. Moreover, the chapter justifies why the project is situated within the field of biographical research and explains the employment of an autobiographical narrative interview according to the concept of Fritz Schütze. Additionally, the strategy of reaching the interlocutors, the criteria used for the course of the interviews and the analytical procedure of the collected empirical material are described.

The analysis of the conducted research is presented in chapters four, five and six. They are organised in relation to three distinctive research areas related to (1) the choice of the teaching profession, (2) the course of the interviewees' careers, and (3) the implementation of various types of masculinity in the work in a highly feminized profession.

The identification of the sequences of biographical structural processes in the material allowed to create the biographical profiles of the respondents. The comparison of the biographical profiles revealed four models referring to the types of professional career: *Stay in the shelter*, *Find the trail*, *Reach the top*, *Hang over the abyss*. This part of the dissertation also demonstrates the experience of men in relation to building relationships in a feminized working

environment, creating a plane of mutual trust with students' parents, the strategies for developing bond with students, and the attitude to the common stereotypes of the profession. During the analysis, four types of images concerning the masculinity of early childhood education teachers were identified: the male teacher as a "deviant", the male teacher as a "curiosity", the male teacher as a professional, the male teacher as a model of a male social role. The whole material is then read again employing Raewyn Connell's interpretive device of the concept of masculinity.