ABSTRACT

The thesis is focused on exploring of relationship between Time Perspective and Self-Efficacy in late Adolescence. The theoretical part presents Zimbardo’s and Boyd's conception of Time Perspective, Bandura’s conception of Self-Efficacy and conception of Negative Time Perspective as an individual concept. The empirical part examines the relationship between the individual dimensions of Negative Time Perspective and Self-Efficacy in academic, emotional and social domain. In addition, the differences in Time Perspective and Self-Efficacy between students in the last year of high school and students in the first year of university and gender differences are examined. The results confirm the expected significant correlation between Negative Time Perspective and Self-Efficacy and the integrity of the concept Negative Time Perspective. University students score higher in Negative Time Perspective and Academic Self-Efficacy, but lower in Present Hedonistic than high school students. The analysis of gender differences also showed that girls score higher in Negative Time Perspective and Academic Self-Efficacy, but lower in Emotional Self-Efficacy than boys.