ABSTRACT

Self-control is a key non-cognitive skill, which is frequently measured using self-report questionnaires containing items with rating scales. Such data, however, can be hindered by the differences in scale usage among respondents. This may lead to erroneous conclusions when comparing different groups of respondents. The aim of the thesis is to analyze the differences in self-control among students from different Czech upper-secondary schools based on their (unadjusted) self-reports and self-reports adjusted for the differences in scale usage using the anchoring vignette method. The empirical part of the thesis comprises two studies. In the first (pilot) study, we translate a scale to measure self-control, create anchoring vignettes and focus on the verification of the method's basic assumptions using the data from questionnaires and interviews with students. In the second (main) study, we compare the (un-)adjusted self-reports of self-control and the assessment of the vignettes between students from the selected upper-secondary schools of a different type in Prague (N = 312). We found differences in evaluation standards between students from different types of schools. Differences in scale usage among respondents indeed represent a real threat when comparing student self-reports of self-control. The adjustment of student self-reports using anchoring vignettes changed the ranking of students from different types of schools.