

Abstract

This thesis discusses the interaction between the education methods and motivation. It uses the connection between self-efficacy and unschooling to show how aspects such as freedom, autonomy and intrinsic motivation are important for education (and a life-long learning). The first chapter maps the concept of self-efficacy. The second chapter defines the unschooling method and other alternative education forms both in Czechia and worldwide. The last chapter illustrates the influence these factors have on each other.

With the proposed research, the author aims to contribute to the topic with quantitative data. Through the DOVE self-efficacy questionnaire, she compares the level of self-efficacy of children and teachers based on the selected education method. Marginally, the research also looks at the impact of the teacher/parent self-efficacy on pupils' self-efficacy. The results from the proposed research can be (in case of future execution) used as one of the arguments for implementing unschooling as one of the legitimate alternative education styles.

Keywords

Self-efficacy; Personal perceived efficacy; Motivation; Unschooling; Free schools; Alternative education; Homeschooling