

ABSTRACT:

This dissertation addresses the relationship pupils and students to the future, the relationship between time perspective and achievement motivation. The close relationship between the given issue and volitional qualities of a person is also discussed.

The theoretical part concentrates on the scientific views of a person's life time dimension, the relationship between the time perspective and the achievement motivation and the relation of these concepts to the issues of volition. The main emphasis is on cognitive and personality concepts of motivation of the time perspective (Gjesme, Nuttin, Lens, Zimbardo, from Czech publications on the concepts of perspective orientation by Pavelková) and on the traditional works about achievement motivation of Atkinson, Raynor and Heckhausen. In our analysis of the aforementioned theoretical concepts we concentrated primarily on finding overlaps, close relations and continuities within the described systems.

The practical part represents a structured research of the time perspective, the achievement motivation and will of primary school pupils and secondary school students. One of the fundamental aims is to obtain a basic description of the relationship of pupils and students to the future across the individual areas of study, to empirically verify the relation between the time perspective and the achievement motivation of pupils and students and to

compare more closely different approaches to the time perspective (the concept of perspective orientation by Pavelková and the theory of the time perspective by Zimbardo).

Finally, through students' case interpretations, we present an inter-individually diverse authenticity of students' relationships to the future. In the study that was conducted on three levels we utilised the benefits of the combination of quantitative and qualitative research methods.