

## **Abstract**

This thesis is a report about the research study; it aims to map students' views of the future, importance of goals, learning instrumentality, attribution of choice goals and conceptions of learning by students. This text also deals with the relations of these variables. The research was conducted with 106 students of the same age from a grammar school. These students attended first class of the four-year study programme and fifth class of the eight-year study programme. The variables were compared between boys and girls and between students of four and eight year study programmes.

The research study used quantitative and qualitative methods. A modified version of the Inventory of motivational goals importance and learning instrumentality (De Volder, Lens, 1982) was used. It was supplemented by questions about the attributional tendencies. Another method was essays, its subject was „one day in students' future“. This method was supplemented by some questions. The qualitative analysis of the data was centred upon content and time analysis and aspects such as satisfaction, realism, elaborateness and alternativeness. The conceptions of learning were analysed by students' answers to the following question: „What do you actually mean by learning?“. The categories of conceptions of learning were obtained by the qualitative analysis of students' answers.

This thesis is divided into a theoretical part and a practical part. The theoretical part deals with theoretical knowledge about study variables and their relations. The practical part contains the results of the research study. It presents conclusions about the variables and their relations. The relations of variables were examined by correlation analysis and by the casuistries of selected students. The discussion of the thesis deals with a comparison of the results of the research study with theoretical knowledge. There are some questions arising from the research which can be used for a research study in the future.