

TITLE:

Self efficacy of girls and boys in mathematics in adolescence

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ABSTRACT:

The central term of this thesis is the concept of Albert Bandura self efficacy which is applied to the field of mathematics. The theoretical part focuses on defining the concept of self efficacy and trying to put it into the context of adolescence, school environment, school results and gender issues. I also deal with the performance of pupils in mathematics and last but not least, the issue of gender. The aim of the empirical part is to chart the relationship between self efficacy, evaluation of their own success, knowledge, skills and attitudes to mathematics (identification with mathematics, popularity of mathematics) and see if there are any differences between girls and boys in how they relate to their abilities in mathematics. The research sample consisted of 55 students - girls and boys from primary schools, the year 8. The results were obtained by using our established research tools: questionnaires on the level of self efficacy in mathematics, general questionnaire and mathematical test with evaluation of their own success. The research didn't confirmed the difference between girls and boys in self efficacy in mathematics, but found some interesting relationships between the observed variables and found some differences in these relationships between girls and boys.

KEYWORDS:

self efficacy, gender, mathematics, adolescence