

Self-efficacy significantly influences human functioning. It is not only individual's belief about his capabilities but also what he thinks he can achieve with them. This bachelor's thesis is concerned with a specific domain of self-efficacy in mathematics and also with variables related to mathematics. The theoretical part summarizes a basic theoretical background of self-efficacy with an emphasis on the self-efficacy concept from Albert Bandura. Other parts involve topics such as academic self-efficacy, mathematical self-efficacy and gender differences in mathematical performance and attitude toward mathematics. The empirical part describes the realized research. Its goal was to find out the measure of self-efficacy of children in four grade of elementary school. The research was also focused on a relationship between self-efficacy and other variables (performance in mathematics, grades in mathematics, identification with mathematics) and concerned with a question whether there are any gender differences in math self-efficacy and in those other variables. Methods used in this research were two kinds of questionnaires and a mathematical test. Results of this research suggest that there are no gender differences in mathematical self-efficacy, neither in other variables. On the other hand, there were some small differences in items which suggest more positive attitude towards mathematics at boys. The relationship between math self-efficacy and identification with math or other variables was also found.