Title: Self-efficacy in transitional moments with a focus on the transition from primary to lower secondary education

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Abstract: This diploma thesis considers the self-efficacy concept from the point of view of social cognitive theory. The main goal of this thesis is to investigate the differences in the level of pupils’ academic self-efficacy as well as the emotional perception of the change during the transition from primary to lower secondary education. The research was made on a sample of 173 fifth-graders using a questionnaire where the level of their academic self-efficacy and emotional perception of the change was measured during 3 times – before the transition, after the transition and after the adaptation to the change. The results did not prove a statistically significant decrease of the level of academic self-efficacy during the transition. Against expectations the pupils’ positive perception of the change was proven.

Key words:

self-efficacy, academic self-efficacy, transition, adaptation, change