

## **ABSTRACT**

The doctoral dissertation deals with the description and analysis of healthy self-esteem in terms of its formation; influences that enter into the process of formation and possibilities of the healthy self-esteem development in the school environment with regard to social, cultural and religious context in which the student lives. The theoretical part of the thesis on the basis of literature compiled the most fundamental assumptions and circumstances that largely affect pupil's confidence and contribute to its development in a positive sense. Attention is paid to themes theoretical definition of the concept of self and internal influences that act on the formation of self-esteem. Family, school and peer group are presented as a major social and cultural external influences, together with a religious context influencing the formation of self-esteem. The performance is a phenomenological theory of Chris Mruk shows the issue of confidence in more complex form. The theoretical part is concluded by outlining the possibilities for the development of healthy self-esteem in school through the pupil (including peer mediation) and analysis of some international research which raises questions for a Czech context.

The aim of the research is to determine whether and to what extent has felt self-esteem, attribution and aspiration relate to academic achievement, which of influences on student feels as the most dominant phenomenon in the the school environment is perceived as the most important for the pupil. Quantitative research method is a questionnaire survey with regard to the religious context aimed at pupils from secular, Jewish and Christian school.

### **Key words:**

Self-esteem

Healthy self-esteem,

Self-concept

Inferiority complex,

Phenomenological Theory of Self-Esteem,

Peer mediation

Academic achievement,

Judaism

Christianity

Islam