ABSTRACT

This dissertation thesis thematize the relationship to the future in high school students’ and the diagnostic possibilities of this phenomena. We will describe the philosophical and primarily the psychological conception of time. The thesis focuses on the main theoretical concepts of time perspective, the cognitive-motivational theories and their relationship with achievement motivation.

The empirical part has three goals: 1. The diagnostic of time perspective, 2. The description of students’ relationship to the future, 3. The investigation of relationship between time perspective and achievement motivation. The analysis of the coding system of the Motivational Induction Method lead to improving this system. There was a battery of tests (quantitative and mixed methodology) used to diagnose the time perspective of students’, namely Motivational Induction Method (Nuttin), Zimbardo Time Perspective Inventory (Zimbardo), Achievement Motivation Questionnaire (Hrabal, Pavelková) and Motivational Sources of Learning Activities (Pavelková, Hrabal). The case studies that can show positives and/or negatives of used methods and individual ways of representing the future are presented in the end of the thesis.

Key words: time perspective, future time perspective, perspective orientation, achievement motivation, the diagnostic of time perspective, Motivational Induction Method