

ABSTRACT OF THESIS

Title: Transition from primary to lower secondary education – comparison of a longitudinal and a cross-sectional approach

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Abstract: This rigorous thesis considers the concept of self-efficacy in a school environment and focuses on investigating 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 submitted work is the result of a comparison of a longitudinal and a cross-sectional approach to the research problem. Within the longitudinal approach, the level of academic self-efficacy and emotional perception of the change was measured using a questionnaire on a one cohort sample of 173 fifth-graders during three times - before the transition, after the transition and after the adaptation to the change. Within the cross-sectional approach, the level of observed variables was measured using a questionnaire as well. In this case, the complete sample was divided into three different cohorts based on the time when the data was collected. The results of both types of research did not prove a statistically significant decrease of the level of academic self-efficacy during the transition and academic self-efficacy played rather the role of a permanent personality characteristic. Against expectations, the pupils' positive perception of the change and of the demands connected with adaptation during this transition was proven.

Key words:

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