

The thesis concerns the effectiveness of different types of boredom coping strategies and examines the relationship between them and some of the motivational, attitudinal and volitional characteristics in high school students. In the theoretical part current state of knowledge in the field of boredom and boredom coping including diagnostic possibilities in educational context are discussed. The major part is dedicated to the presentation of current theoretical and empirical conceptions of boredom coping that are relevant to the school context, especially the assumptions of Nett, Goetz and Daniels. Next, the concept of motivational structure at school and implicit theory of good subject instruction (Hrabal, Pavelkova) and the theory of volition (Kuhl, Fuhrmann) are presented. In empirical part, quantitative methodology is used at various levels of analysis to examine the relationships between different boredom coping strategies and various boredom aspects on one hand and some of the motivational, attitudinal and volitional characteristics on the other hand. The study captures specific individual constellations of boredom coping that are illustrated by casuistic examples and directions for future research are outlined.