Abstract

The aim of the thesis on the topic of Self-concept in adolescence is to clarify the construct of self-concept from the perspective of personality psychology, because self-concept is an individual specific characteristic of human personality and its meaning is unquestionable. In the course of human ontogenesis, self-conception gradually develops, and forms based on acquired knowledge about itself and has its differences in each developmental period. The work is focused on the period of adolescence and therefore also presents typical features of self-concept in adolescents. The end of compulsory schooling is an important milestone in the life of adolescents, which relates to the process of choosing a profession that his work is associated with school success.

The empirical part focuses on finding out whether there is a relationship between the self-concept of school success and the choice of future profession in adolescents. In this respect, it is essential that the way in which adolescents experience and evaluate their own school success can affect the career choice process. The objectives and research questions were set for the quantitative research. A standardized SPAS questionnaire examining the self-concept of school success was used as a diagnostic tool to obtain data, as well as a questionnaire focused on the further education or training. The questionnaires were distributed to six 9th grade elementary schools in Prague. Research has shown that there is a statistically significant relationship between self-esteem in school achievement of adolescents and the degree of prestige / difficulty of career choice in grade 9. In addition, research has found the existence of a group of adolescents in which the 9th grade career choice / severity rate is higher than that of the self-concept, and the group of adolescents in which the 9th grade career choice / difficulty level is lower.

Key words

self-concept, adolescent, school success, school failure, career choice