

Abstract

This bachelor's work deals with motivation of adolescents for self-education and self-upbringing. Theoretical part contents definition of term "motivation" and explanation of its principals, further are described the important developmental turning-points of adolescent period mainly through characteristics that have an impact on formation of concerns for self-upbringing and self-education of adolescents. Research part of work forms qualitative research, whose aim was to stipulate, due to obtained results, which factors influence motivation of adolescents for self-education and self-upbringing. During research method of semi-structured interview and Grounded design theory were used. Research's results at the end of work, show that motivation of adolescents for self-educational and self-upbringing activities is influenced by internal and external factors, in various proportions. Strong external motivational elements are mainly parents and pressure from society, important internal elements are mainly desire to accomplish something, work on personality limits and have good job. Impact of those factors is than determined by adolescent's age, when the external factors are in the course of growing losing their power, while the internal are getting more adolescent's attention.

Key words:

Motivation, internal factors, external factors, adolescence, self-education, self-upbringing.