

Abstract:

The focus of this work is a description of changes in the academic self-efficacy among adolescents when they change school environment and demands of studies. Academic self-efficacy is defined as one of the predictors of school achievement. In the theoretical part, there are summarized results of foreign researches which describe the development of academic self-efficacy during school attendance. This work focuses especially on transition from elementary to high school. Moreover, there are mentioned possibilities which may support the academic self-efficacy and increase its level. In the empirical part, there is a research which tries to describe the development of academic self-efficacy among Czech adolescents who change from elementary to high school. Questionnaires Myself As a Learner Scale and Children's Self-Efficacy Scale were used. The results suggest no significant changes in level of perceived academic self-efficacy during transition from elementary to high school. However, significant correlation was proven between both questionnaires and between grade point average and academic self-efficacy. Moreover, significant correlation was found between gender and level of academic self-efficacy by the questionnaire ChSE.

Keywords:

academic self-efficacy, student's school achievement, transition moments, high school