

Abstract

Presented thesis deals with the eighth-grade elementary school pupils' view on social factors significantly affecting their learning motivation. The paper is of theoretically-empirical character. The base for the theoretical part is consisted of definitions of the main concepts, such as motivation and learning, social factors, environment, adolescence and demarcation of the major social factors influencing learning motivation. The main goal of the empirical part is to find out, to what extent social factors (parents, teachers, peers) are influential to learning motivation of the eight-graders. There is also a qualitative research presented. The data were collected via semi-structured interviews and analysed using ground theory principles. In total, ten interviews with the eighth-grade pupils were conducted. The main finding of the research is, that informants are mostly motivated by their parents. The teachers most commonly affect the motivation in negative manner. Peer group is the factor, which can be both motivating (by mutual learning help between pupils) and demotivating (by distracting from learning proces). In addition we discovered there are different views on influence of the social factors on pupils who are motivated intrinsically and the ones who are not. Based on the findings in this paper, recommendations for parents and teachers were formulated.

Key words

social factors, environment, parents, teachers, peers, social relations, motivation, learning, developmental period of pubescence