

Abstract

This diploma thesis focuses on the concepts of creativity and self-efficacy mainly in connection with self-directed education. In the theoretical part of the thesis, the phenomenon of free schools is introduced, their main principles and comparison with traditional schools are presented in more details. Attention is also paid to the definition of the concept of creativity, main perspectives and theoretical approaches and interdependence with the educational process. Furthermore, the concept of self-efficacy is described with an emphasis on its resources and its connection with the school environment. The main goal of the thesis is to compare selected psychological concepts (creativity and self-efficacy) in children undergoing self-directed education in democratic schools in the Czech Republic and those attending traditional primary school.

The empirical part introduces the research, which was made with a sample of 198 sixth through ninth graders (60 from democratic schools and 138 from traditional school). The Torrance Tests of Creative Thinking was used to measure creativity, for the measurement of academic self-efficacy was used ASE questionnaire consisting of three self-assessment scales – Myself as a learner scale (MALS), Child's self-efficacy scale (ChSE) and a homework questionnaire (HW). Test inteligenčního potenciálu (TIP) was also applied. The results showed that pupils from democratic schools and pupils from traditional school do not differ in the level of intellectual potential. There were no significant differences in creativity (fluency, flexibility, originality and elaboration) between those groups. It has been confirmed that pupils from democratic schools have significantly higher levels of academic self-efficacy than pupils from traditional school.