

findings to be beneficial. They may provide an incentive for further research on the development of self-concept and its context (school achievement, social integration, parenting style...) or on gender differences in this development, as the case may be. Another challenge could be to attempt more representative sampling, which we consider, due to the local character of our sampling, to be the major limit of our study. The results on gender specifics may be useful for teachers, educational consultants, school psychologists and help them to concentrate on self-concept dimensions which are sensitive and vulnerable during adolescence. Although the gender differences in self-concept formation should be verified by further research, our study indicates some gender specifics, thus there arises the need for an individual and gender-differentiated approach oriented on facilitation of positive self-concept in adolescents. Its importance for the social and emotional health of adolescents was also confirmed by Pašková (2017). The school's responsibility is not only the development of knowledge and skills, but also the development of versatile pupil personality with which the subject of self-concept is associated.

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