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CHAPTER EIGHT

Competencies important for careers of young women and men related to attitudes of their mothers and fathers

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Introduction

Currently, the young generation entering the employment market experiences various possibilities that can help them to plan and conduct their professional carriers, the possibilities which were not available before the transformation of political system. Such variety offers an outstanding chance of professional development, which did not exist before. In the same time, it occurs to be one of the reasons making the choice of occupation and life decisions connected to it so difficult. The above might often cause the lack of confidence and safety. BAŃKA (2008) emphasises that present-day transition from education to employment is less and less clear and more difficult to plan, so the decisions concerning the career path are deferred. Hence, it has resulted in distinguishing a new period, covering the age of 18—30 and called “rising maturity” (BAŃKA, 2006). Its main characteristic feature is openness to new life and professional experience. In that time, young people create their individual professional development, plan and build new models of their carriers in which the role of personal and social competencies is significantly increasing. Nowadays, such competencies are the essential condition of functional adaptation of a person to new work conditions and new organizational reality.

In the article, professional competencies important for young people’s careers in the contemporary work market are discussed. The author

also presents the results of her own empirical research, whose aim was to find the relationship between these competencies and the kinds of mothers' and fathers' parental attitudes.

The new career model — the new required competencies

The globalization processes leading to the transformation of traditional work have caused many changes in the models of contemporary careers. Professional qualifications have ceased to be the most important resources of a person from the point of view of market attractiveness. That role has been taken over by competencies, especially so-called general-employment ones, which make a person more universal in undertaking new roles and adaptation to changes of jobs on the outer employment market (BAŃKA, 2006).

Currently the term “competencies” is used with different meanings and has many synonyms. Usually it applies to organizational competencies, competencies required for given jobs and to employees competencies. BOYATZIS (1982) defined “competencies” as inner personal factors, that determined the return of expenditures on investments and human capital made by organizations. His interpretation implies that competencies are people's characteristics that appear as effects and/or extraordinary achievements in their jobs and they are real features of a human being. Similar assumptions can be found in the contemporary definitions of competencies. POCZTOWSKI (2003, p. 45) determines them as “a complex of characteristics and specific features of people (knowledge, abilities, smartness, health, motivation), that have certain value and might become a potential source of their future income for both: the employee (the owner of the human capital) and the organisation using the human capital under certain conditions.” Such concept of a competency enables us to assume that there are certain universal competencies of a professional career as represented by personal features important for effective functioning on the labour market, regardless of the current job or position.

Replacing career model based on qualifications by the one based on competencies — results, according to BAŃKA (2008), in two consequences important for young people. Firstly, employers concentrate on observable behaviour of employees that gives an immediate labour reimbursement, and secondly, young people concentrate on developing their new life competencies, such as: entrepreneurship, flexibility, readiness to

undertake self-employment. According to BAŃKA (2006), transition from a career in bureaucratic structures towards a career based on an individual development path requires new competencies — so-called “employmentability” — which is ability to be employed, then, maintaining the status of being employed and possibility to find perspectives of new employment if necessary.

Nowadays, employers look for a employee who along with proper education and necessary professional knowledge have individual competencies enabling him/her to reach the company goals at the required level with proper engagement and attitude to the assigned tasks. What kind of competencies of young people entering the labour market are expected by Polish employers? Numerous empirical investigations on the problem provide similar data.

For example, the research carried out by the Career Office at the AGH University of Science and Technology proved that as far as potential employers expectations are concerned they pay attention mostly to professional qualifications supported by: high quality of education, foreign languages and computer software knowledge, practical training for the particular job and such interpersonal competencies and personal predispositions as: responsibility, systematicness, ability to work in a group, communicativeness, loyalty, honesty, creativity, ability to cope with stressful situations, ability to work flexible hours, high work motivation and engagement, high level of personal culture, self-reliance (in solving problems and taking decisions), organizational competencies (CZOP-ŚLIWIŃSKA, 2003). Research carried out by the Institute of Sociology, University of Łódź, on “Employers expectations of university graduates” proved that a type of the completed studies does not decide on their employment chances and successful career but rather such features as creativity, self-reliance, openness and communicativeness. Employers require such employees who are able to prove their usefulness at a given position (BUCHNER-JEZIORSKA, 2002). The authors of the information book *Kariera 2007/2008* point the following important competencies: constant development, communicativeness, creativity, ability to work in a group, ability to solve problems and to work in stressful conditions, work enthusiasm, flexibility, and job experience understood as active participation in students’ social life during the period of studies.

Adaptation to new organizational and market realities requires certain features that influence the employees proactivity. In this field, psychology most frequently distinguishes plasticity, readiness to changes, mobility, self-efficacy, optimism, and stress resistance that helps to cope with difficult situations. According to RATAJCZAK (2007), resourcefulness understood as the ability to make decisions in risky and dangerous situ-

ations becomes especially important. BAŃKA (2006a) distinguishes: self-efficacy, target motivation, proactivity and openness to new experiences as important competencies of the career capital in changing conditions, while CHIRKOWSKA-SMOLAK (2007) mentions that proficient functioning on the contemporary labour market requires not only prompt reactions to the changes in the environment and adaptation to them but even being ahead of them.

The competencies distinguished by both: employers and scientists investigating the career problems, build up the person's resourceful potential, that is a condition to survive on the contemporary labour market, and help to take responsibility for the employee's own future. Assuming that development of professional career is the consequence of the individual professional development, where family plays the special role, it is possible to expect that the family influence on individual young person's occupational competencies is quite significant. It is worth to emphasise that young people who nowadays live in an open world (accustomed to the new standards) have been reared by people formed by the old system and different economic reality. Hence, an interesting research and empirical question can be raised whether in the age of growing importance of the media as a source of information on required states and life patterns the parents and their attitude towards life still influence personal competencies crucial for the shape of the new model of careers of young women and men.

Features of a family and the ways of children's activity

A family is the first and the basic place of a child's development and social activity. It is a specific social system where particular personal relations are created by various internal family links — biological, social, psychological, economical, etc. (REMBOWSKI, 1979). One of the main problems undertaken by investigators is an attempt to answer the question: what family features, conditions of its functioning influence personal characteristics and ways of functioning of children, support their development, form their proper personality, and which ones — on the contrary — disturb their development and lead to various problems in functioning and personality disorders.

According to SKARŻYŃSKA (1998), numerous investigations carried out in different branches of psychology brought a lot of empirical data and hundreds of analyses confirming that the way the children are treated by

their parents results in a long-term consequences for their psychological features and the ways of their activity.

REMBOWSKI (1979) emphasises that the safer a child feels in terms of his/her needs being fulfilled by the closest environment, the faster and more completely he/she develops, which helps the child's stability level grow. According to HARWAS-NAPIERAŁA (2000) fulfilling current development needs of children by parents is the basic condition of a successful process of forming of the personal identity in adolescence.

As ZIEMSKA (1979) has it, psychosocial influence of parents upon their children has a vast range and influences many functions, such as: a cognitive function, educational performance determination of their balance of feelings and maturity, settling their personal images and relations to themselves and to the others. Certain parental attitudes to children, showing relatively stable emotional attitude and a characteristic way of treatment, are particularly important.

The required rearing attitudes (acceptance, cooperation, limited freedom, respecting child's rights) help to build the feeling of child's safety, make him/her brave, let the child believe in his/her abilities, make him/her independent and self-reliant. Non-required rearing attitudes (rejection, avoiding, overprotection, unreasonable demands) lead to delayed social-emotional development, uncertainty, lack of trust in the child's own abilities, timidity, low level of aspirations and the lack of initiative in undertaking actions.

Basing on her own investigations, WOLIŃSKA (1988) presented very detailed correlations between perception of the parents attitude by children and their vision of themselves. Her general conclusion is as follows: positive attitude of mothers and fathers influences positively formation of a child's personal features, causes creation of positive features and builds a higher level of self-acceptance, while the negative parents' approach increases self-criticism and tendency to evaluate oneself negatively.

After examining the group of adolescents, KITA and SITARCZYK (1994) came to the interesting conclusion concerning the relation between parental attitude and an evaluation of the crisis experienced by young people. The more open is the attitude of parents, more warm nonaggressive and non-restraining love they express and more engaged in the problem of the child they are, also encouraging the child to become independent and caring, the less conflicts and doubts concerning values the child faces, less frequently and less intensively the child feels lost and lacks unrealized values. The more hostile, disapproving and neglecting the attitude of the father is, the more probable and stronger is a chance to experience by the child unfulfilled life tasks, discordance between the system of accepted values and the child's behaviour, and in consequence the

feeling of being frightened, lost and not being in the proper place will appear. KOŁODZIEJ (1974) proved, according to analysis between the level of children self-acceptance and perception of parental attitude, that more the child feels being rejected and not accepted by parents, the lower is his/her self-acceptance level, while the relation is more influenced by the father's attitude than the mother's one.

Parental love is a fundamental condition of proper development of a child. However, the love of a father differs from the love of the mother, as their raising duties are different and so different are the consequences of their influence on the child's personality. Mother's love is absolute, father's love is conditioned by fulfilling certain requirements, that in consequence becomes an inspiration for the child and encouragement to work on oneself; intellectual, moral, social and sensibility development. Hence, fathers influence the level of aspiration, need of achievements, school results and the way of thinking (POSPISZYL, 1980).

PŁOPA (1983) noticed that mothers' protective attitude correlates with girls' nervousness, while the loving attitude results in kindness and tactfulness. Father's protective attitude negatively correlates with general adjustment of girls, while their neglecting attitude towards sons causes their shyness and lack of persistence. Parents' acceptance stimulates extrovert tendencies among daughters and sons.

Proper formation of the achievement needs depends mostly on fathers' attitude, however, as POSPISZYL (2007) stressed, despite many empirical investigations on this subject, there was a lack of homogenous relations between a given attitude of the father and the level of development of the child's achievements. TURNER (1970) obtained interesting results when investigating differences in formation of achievement needs among sons, whose fathers had different social class backgrounds. They proved that fathers employed at the jobs requiring more independence and entrepreneurship more intensively influenced the need of achievements among sons. Such fathers developed a "cult of achievement" at home, which was followed by children, especially sons. On the other hand, fathers who were less independent and autonomous at work inclined to contain dependency among sons, lowering their need of achievements (POSPISZYL, 2007).

BECKER and KRUG's (reported in PŁOPA, 2007) investigations proved that the accepting attitude of fathers positively correlated with emotional stability of girls and boys and negatively with such behaviour as hostility and insecurity among girls. The authors suggested, that father's attitudes had stronger influence on the emotional zone of girls than of boys.

In his investigations, BRZOZOWSKI (1988) was trying to find sources of children's system of personal values in their mothers' and fathers' pa-

rental attitude. The results show, that both parents attitudes form that system, however, parents' attitude more frequently influences daughters' than sons' system of personal values (especially the group of absolute values). Mothers' attitudes rather affect social values, while fathers' — personal ones. Parental attitudes from the so-called “emotional closeness” group are the strongest related to the children's values.

Basing on his own diagnosis concerning parental attitudes and the level of educational aspirations of adolescent children, SIKORSKI (2000) observed that mothers' protective and loving attitude, and protective and demanding attitude of fathers, favoured development of high aspirations. Liberal neglecting attitude of parents more frequently implies low aspirations of children, seldom high or average ones. The more acceptance (protective attitude) and love (loving attitude) adolescent children experience and the more actively they participate in the family life, the higher their educational targets are.

Formal features are also important family resources. Many empirical investigations prove influence of parents' education, their background, social status and lifestyle on children's education aspirations. JACKOWSKA'S (1980) investigations also confirm that educated parents whose occupations are socially highly respected tend to have higher expectations and aspirations concerning their children's future and they stimulate them more intensively to better achievements in education than low-educated parents.

Furthermore, the data obtained by SZCZUPAŁ (2000) prove, that the higher parents' education and their social status are, the higher their expectations concerning children's education tend to be. Parents with secondary (9%) and vocational (6%) education declared low aspiration level, while the high level of expectations was declared by 47% of parents with secondary education, 38% with university education and only 10% with vocational education.

Significant changes have been observed lately in parental functions, especially fatherhood. Fathers become more engaged in taking care of children, and more often they are present during the childbirth. Man is no longer the only breadwinner. The number of families where both parents work is constantly growing. In those families fatherly leave, which gives the father possibility to create emotional relations with the child from the earliest stages of its development, tends to be the more and more popular life solution. It is probably the consequence of mass employment of women and the change of women's position within the family system. However, the real role of a woman on the labour market, according to the numerous data and statistic analyses, has been changing very slowly. The coefficient of occupational activity of women is still

lower than the one of men, despite the age of the investigated people. In 2005 it was equal to 47.7% for women and 62.8% for men (BAEL survey 4th quarter of 2005). Relatively low number of women occupy top positions as managers, despite their increasing level of education.

An attempt to determine the career skills, which is a significant factor allowing young people to be successful on the contemporary labour market, is one of the goals of the presented empirical investigations. Do young women and men differ as far as their competencies required by the contemporary labour market are concerned? Is there any relation between parental attitudes of mothers and fathers to their daughters and sons and different occupational situation of young women and men?

Research problem

As it results from the above-mentioned analyses, family is an important factor influencing formation of those personal features of growing up children which become expected and required competencies in contemporary professional careers. The features connected with independence, autonomy and self-managing seem to be the most preferred, which is the consequence of growing complexity of the labour market.

The main goal of the presented investigations is to determine relations between selected career competencies of young women and men and parental attitudes of their mothers and fathers. The important supplement of the research is comparison of analysed competencies in a group of young women and men in the early adulthood period.

The features taken into considerations in the empirical research included the ones which importance resulted from requirements of a new model of the occupational carrier. Thus, it has been assumed that the features form the crucial competencies of the occupational career, which is also emphasized by theoreticians, practicing specialists-employers and career advisors. The features include: locus of control, hope for success, flexible optimism, career achievements motivation, self-efficiency, openness and conscientiousness as the traits of the Big Five model.

Locus of control (LOC) is defined as a subjective evaluation of results of the person's own activities (ROTTER, 1966). It has been confirmed in many investigations that people who possess their own inner LOC, believing in their abilities to influence the course of action, set a higher level of aspiration and estimate the higher probability of success in various experimental and life tasks, they believe more firmly in themselves

and their estimation of self-esteem is higher. As far as the occupational tasks are concerned, it is possible to predict that the inner LOC will support proactivity, flexibility and independence in undertaking professional tasks and it will be also connected with lower anxiety about obscure future.

The hope for success means availability, more or less stable level of convictions, acquired thinking pattern that forms the way of interpreting situations and evaluation of chances in undertaken actions. The high level of hope means higher flexibility in reaching targets, higher social competencies, better results in education, more persistence in overcoming difficulties (ŁAGUNA, TRZEBIŃSKI and ZIĘBA, 2005). It can be assumed that this concept is strictly connected with the career achievements.

Optimism as a disposal feature generally shows anticipation of positive incidents. It is an important personal power that has influence on physical and psychological condition of a man. It also helps to gain successes in everyday life and increases resistance to stressful situations. It can be assumed that persons who see their future optimistically would be more active in building their carrier. They might be also better motivated and more willing to undertake organizational challenge.

Self-efficacy means a belief in personal abilities to manage the given tasks. The level of self-efficacy influences motivation and the way of acting, persistence and types of emotions which appear during the action and future aspirations (BANDURA, 2007). The feeling of self-efficacy is the main part of the personal activity mechanism. Self-efficacy is a crucial feature in the process of a career building, especially important in the case of a high level of uncertainty on today's labour market.

The achievements motivation is defined as the need to work as good and as fast as possible, to reach or exceed high standards. It has influence on the personal evaluation and the person's tendency to become successful (ZIMBARDO, 1999). The Career Achievements Motivation Scale prepared by BAŃKA (2006) based on the Four Factor Theory of Achievements Motivation by ELLIOT and MCGREGOR (2001) was applied in the research. The authors distinguish four types of such motives: tendency to achieve championship as the way to success, avoiding being a champion that is caused by predicting the task failure, completing the task to a certain level being in relation to a similar or better one, avoiding the risk to fulfill the task because of possible disgrace caused by feeling that competitors might do and really fulfil the task better.

BAŃKA (2008) shows the role of openness in building a new type of career. According to him, it can be assumed that high results in the openness scale of the Big Five will support creative attitude, undertaking challenges and risks and higher motivation to develop an international

career. Conscientiousness is also one of the personal features that characterizes the level of the personal organization, persistence and personal motivation targeted to achieve goals connected with the professional career and work commitment. It also influences the level of job and private life aspirations.

Method

Participants and procedure

Three hundred and fifty seven persons — 119 men and 238 women, aged 20 to 30, were included in the empirical investigations in 2008. Participation in the investigations was anonymous and voluntary. Most of the investigated people had secondary (52%) and university (24%) education. Education and indirectly connected with it, educational-occupational social status were important formal sources of a career. Investigated young people were still studying and improving their qualifications — 25% of them were doing full-time studies, while 31% were doing part-time studies, 24% of the investigated group were both working and studying, while 15% of them were only working during the research. Also, 78% of young people confirmed financial dependence on their parents. So the conclusion is that their earnings did not give them financial independence.

Measures

The I-E (Internal-External Control Scale) prepared by Rotter et al. adapted to Polish conditions by DRWAL (1987), was applied to measure LOC (locus of control). The scale consisted of 29 pairs of statements with a set of answers. The result was calculated for 23 positions, the remaining ones were buffer statements. High results proved external LOC, low ones — internal LOC. The scale accuracy in the investigation was equal to *Cronbach's alpha* = .798.

A questionnaire prepared by ŁAGUNA, TRZEBIŃSKI and ZIĘBA (2005) was applied to diagnose the hope for success. It was built of 12 statements (including 8 diagnostic ones), 4 of them concerned strong will awareness, the other 4 ability to find solutions. The result was the level

of success presented as a total amount of points. The higher the score was, the stronger was the hope for success. The scale accuracy in the investigation was equal to *Cronbach's alpha* = .83.

The Life Orientation Test (LOT — R), in Polish adaptation by POPRAWA and JUCZYŃSKI (2001), was applied to diagnose dispositional optimism. The scale comprised 10 statements. Six of them were diagnostic, 3 ones measured the optimistic orientation and other three measured the pessimistic orientation. The higher the general score was, the larger the optimism level was. The scale accuracy in the investigation equalled *Cronbach's alpha* = .82.

A 30-items scale of self-effectiveness feeling in a career (BAŃKA, 2006) was applied to investigate location of the career self-effectiveness. The scale comprised four subscales: trust to general life skills, trust to one's own occupational skills, trust to one's own skills of events control and trust to one's own skills in coordination of different spheres of life. The higher the general score was, the larger the feeling of self-effectiveness was. The scale accuracy in the investigation equalled *Cronbach's alpha* = .9.

The Achievements Motivation Scale (BAŃKA, 2006) was applied to diagnose and evaluate motivation of achievements. This scale was particularly helpful for people planning to work abroad. The structure of the scale allowed to diagnose the four previously distinguished types of motivations. The higher the general score was, the larger the motivation of achievements was. The scale accuracy in the investigation equalled *Cronbach's alpha* = .91.

The NEO-FFI Costa and McCrae Questionnaire — in Polish adaptation by ZAWADZKI, STRELAU, SZCZEPANIAK and ŚLIWIŃSKA (1998) — was applied to measure conscientiousness and openness. The accuracy of the scale in the openness investigation equalled *Cronbach's alpha* = .506, and in the conscientiousness one *Cronbach's alpha* = .78.

Siegelman and Roe's Parent-Child Relations Questionnaire — PCR (version M and version F), in the authorized translation by KOWALSKI (1984), was applied to investigate parental attitude. This questionnaire was used to measure parents' characteristic relation to their children as perceived by both sides — youths and grown-ups. The questionnaire followed Roe's typology based on two main aspects of the parent-child relation: warmth and coldness. Warmth meant acceptance of a child, coldness meant avoiding it, while the tendency to concentrate feelings on children originates partly from coldness and partly from warmth. Finally, loving, casual and attention attitudes are connected with warmth, while demanding and rejecting attitudes are connected with coldness.

Results

The data were elaborated by means of correlation analysis and significance tests of the differences (Student's t-test in independent groups). All analyses were carried out with the two-tailed test.

One of the objectives of the research was comparing the structure of career competencies of young man and women. It was assumed that potential differences could be one of the reasons of the remaining worse professional situation of women when compared to men. The results obtained are presented in Table 1.

Table 1. Selected career competencies of women and men (N = 357)

Career competencies	Sex	M	SD	t	df	p
Hope for success	women	46.90	7.66	-2.662	353	.008
	men	49.19	7.53			
Optimism	women	14.79	3.75	-0.523	350	.601
	men	15.02	4.14			
Locus of control	women	11.54	3.89	-2.008	352	.045
	men	12.57	5.63			
Openness	women	38.54	5.89	-0.086	339	.932
	men	38.60	6.21			
Conscientiousness	women	41.62	7.40	1.504	340	.133
	men	40.36	7.14			
Career self-efficacy	women	129.89	21.17	-5.220	354	.001
	men	143.01	24.63			
Motivation of achievements	women	159.44	23.90	-2.467	350	.014
	men	166.96	32.20			

The investigated men have a higher level of hope for success (women M = 46.9, SD = 7.66, men M = 49.19, SD = 7.53, significant differences between groups: $t = -2.66$, $df = 353$, $p = .08$), they are more externally controlled (women M = 11.54, SD = 3.89, men M = 12.57, SD = 5.63, significant differences between groups: $t = -2.01$, $df = 352$, $p = .45$), have a higher level of self-efficacy (women M = 129.89, SD = 21.17, men M = 143.01, SD = 24.63, significant differences between groups: $t = -5.22$, $df = 354$, $p = .01$) and a higher level of achievements motivation in their career (women M = 159.44, SD = 23.9, men M =

166.96, SD = 32.2, significant differences between groups: $t = -2.47$, $df = 350$, $p = .014$). Considering the other researched competencies, the differences were not statistically significant (cf. Table 1). Although currently women and men make similar professional choices, women show a decreased need for professional achievements perhaps due to the fact that young women anticipate the necessity to reconcile professional and family life or upbringing children at some point of their professional career.

The competencies that proved to be significantly higher in the group of investigated young man could be also related to persisting differences in their professional activity and the amount of average income irrespective of the position held, branch, and qualifications.

Further analysis presents correlations between parental attitudes and young women and men career competencies. The results have been presented separately for mothers and fathers.

Table 2. Correlations between parental attitudes of mothers and career competencies of daughters (N = 357)

Attitudes	Hope for success	Optimism	Locus of control	Openness	Conscientiousness	Career self-efficacy	Motivation of achievements
Love	.12	.09	-.17**	.01	.17	.02	.06
Attention	.08	.02	-.01	-.12	-.02	.09	-.16*
Demand	-.12	-.10	-.11	-.03	-.09	-.07	.01
Reject	-.08	-.13*	.13*	.02	-.13*	.05	-.01
Casual	.03	.12	.01	-.03	-.06	.04	.04

* $p < .05$

** $p < .01$

Table 3. Correlations between parental attitudes of mothers and career competencies of sons (N = 357)

Attitudes	Hope for success	Optimism	Locus of control	Openness	Conscientiousness	Career self-efficacy	Motivation of achievements
Love	.06	.01	-.22**	.01	.08	.05	.14
Attention	.14	.11	-.23*	-.25**	.14	-.33**	-.32**
Demand	.05	.04	.04	.12	-.03	.015	.24**
Reject	.09	.02	.13	.14	.01	-.2*	.05
Casual	.01	.25**	.09	.13	.06	.17	.13

* $p < .05$

** $p < .01$

The most significant relations were found between attitudes of mothers and competencies of their sons. Achievements motivation in sons careers correlates negatively with the mother's attentive attitude ($r = -.32$, $p = .01$) and positively with her demanding attitude ($r = .24$, $p = .01$). Inner sense of control displays a stronger relationship with the mother's loving attitude ($r = -.22$, $p = .01$) and weaker with the attentive attitude ($r = -.23$, $p = .05$).

Self-efficacy in career correlates negatively with the mother's attentive attitude ($r = -.34$, $p = .01$) and less intensively with the rejecting attitude ($r = -.2$, $p = .05$). Mother's casual attitude is connected with the sons' optimism ($r = -.25$, $p = .01$).

Correlations between mothers' parental attitude and competencies of daughters are different. The most significant relations were found in connection with the rejecting attitude — it correlates negatively with the daughters' optimism ($r = -.13$, $p = .05$), their conscientiousness ($r = -.13$, $p = .05$) and inner sense of control ($r = .13$, $p = .05$). A significant negative correlation was also found between achievements motivation of young women and the mothers' attentive attitude ($r = -.16$, $p = .05$). On the other hand, the internal sense of control displays a positive relationship with the mothers' loving attitude ($r = .17$, $p = .01$). The correlations proved to be insignificant as far as the other mothers' attitudes (casual and demanding) and the investigated daughters' competencies were concerned.

Some interesting results were obtained as far as the relationship father–daughter was concerned. Self-efficacy in the daughters' career correlates positively with the fathers' loving attitude ($r = .17$, $p = .05$) and attentive one ($r = .16$, $p = .05$). The fathers' loving attitude is also related to openness ($r = .18$, $p = .01$). A negative correlation appeared between fathers' rejection and daughters' conscientiousness ($r = -.13$, $p = .05$). Similarly to the mother–daughter relationship, also in father–daughter relationship the influence of the demanding and casual attitudes proved to be insignificant (cf. Table 4).

In case of sons, loving attitude occurred to be particularly significant — it correlates positively with the hope for success ($r = .2$, $p = .05$), optimism ($r = .23$, $p = .05$) and self-efficacy career ($r = .24$, $p = .01$). Achievement motivation is positively related to the fathers' demanding attitude ($r = .29$, $p = .01$) and like in the case of daughters — casual attitude correlates positively with the sons' level of optimism ($r = .3$, $p = .01$). The correlations between researched young men career competencies and their fathers' protecting attitude proved to be insignificant in the research (cf. Table 5).

Table 4. Correlations between parental attitudes of fathers and career competencies of daughters (N = 357)

Attitudes	Hope for success	Optimism	Locus of control	Openness	Conscientiousness	Career self-efficacy	Motivation of achievements
Love	.11	.12	-.01	.18**	.04	.17*	.08
Attention	.01	.01	.11	-.11	-.09	.16*	.17**
Demand	-.02	-.09	-.02	.01	-.11	-.09	.05
Reject	-.04	-.08	.02	.07	-.13*	-.06	-.01
Casual	.04	-.03	.01	-.03	.03	.11	.07

* p < .05

** p < .01

Table 5. Correlations between parental attitudes of fathers and career competencies of sons (N = 357)

Attitudes	Hope for success	Optimism	Location of Control	Openness	Conscientiousness	Career self-efficacy	Motivation of achievements
Love	.2*	.23*	-.15	.14	.14	.24**	.17
Attention	.07	.04	-.12	-.06	-.04	-.09	-.09
Demand	.05	.05	-.03	.06	.05	.13	.29**
Reject	-.03	.02	.11	-.01	.07	.04	.09
Casual	.07	.3**	.01	-.06	.06	.08	-.01

* p < .05

** p < .01

Discussion

The obtained results confirm the role of parents' attitudes in formation of personal professional competencies of daughters and sons. The results have proved that the mother's attitude is more important than the father's one. It is the most important in case of sons. The attitudes are less important in the other relations (mother-daughter, father-daughter, father-son) and their correlation with career competencies of young women and men are different.

Loving mothers create internal control feeling both in their sons and daughters. Loving fathers influence the self-efficacy feeling both in sons and daughters, while the level of optimism and hope for success is higher

when sons consider their fathers loving. Father's loving attitude also influences higher openness among daughters. Influence of a loving mother on a child's autonomy, its self-reliance and self-consciousness have been emphasised by many authors (cf. ZIEMSKA, 1979; WOLIŃSKA, 1988; LIBERSKA, 2004; PŁOPA, 2007).

Attentive mothers decrease the level of self-efficacy of their sons and achievement motivation of sons and daughters. On the other hand, attentive fathers support the same features in their daughters and the influence of such attitude on the sons' competencies has not been proved. It may be assumed that father's attention of daughters helps them to develop motivation of achievements and self-efficacy feeling, while mother's attention and control hinders the need of achievements and increases the dependency need (cf. ZIEMSKA, 1979).

Expected attitudes of mothers and fathers has proved to be important only in case of sons' competencies, the research has proved its relation to the career achievement motivation. Importance of such attitude has not been proved in case of the daughters' competencies. Demanding attitude of parents related to self-reliance teaching, overcoming difficulties, coping with new and difficult situations are more frequently addressed to boys than to girls who are usually protected longer. Inexplicit influence of the parents attitude on formation of the achievement need has been confirmed by the results of the empirical investigations carried out by McCLELLAND et al., who were investigating fathers' influence on the achievement needs among sons and found out that students with a highly developed need of achievements considered their fathers rejecting, while the students whose fathers were gentle and protective had the achievement need poorly developed. However, the results of the same investigations among secondary school students were quite opposite — in that case strong achievement need was correlated with the father's gentleness and protectiveness (POSPISZYL, 2007). The investigations carried out by SIKORSKI (2000) proved high aspiration of adolescents were supported by the demanding attitude of fathers, however in case of daughters, the loving attitude of mothers proved to be more supportive in creating the high level of aspiration. However, despite indefinite results obtained by various scholars it can be stated that the father is the person who has more influence on formation of the aspiration level, persistence in achieving goals and self-efficacy feeling.

The results of a rejecting attitude have proved to be more significant in case of daughters. The ones who consider their mothers rejecting are characterized by low optimism level, low conscientiousness and the feeling of external control. Low conscientiousness is also the result of rejecting daughters by fathers. Moreover, conscientiousness is a feature which

can be characterized by the feeling of handling problems, persistence in achieving goals and work reliability. The negative relation between the daughters' conscientiousness and the rejecting attitude of both the mothers and fathers prove the need of acceptance and love in formation of ambition, aspiration and tendency to achieve professional goals. The feeling of being rejected by a parent results in many problems in the process of socialization, the lack of self-consciousness. According to BALWIN, KALHORN and BREESE (ZIEMSKA, 1979), the rejecting attitude lowers persistence in thinking and activity of a child, it does not support its curiosity in the outside world. The presented investigations have proved that young people who consider their mothers rejecting are the people of low self-efficacy, low level of optimism and conscientiousness and they are externally controlled. Such functioning pattern may lead to searching close relations outside the family, dependency on other people, work and succumbing to bad influence. In consequence, it is more difficult to plan and carry on one's own professional career in an autonomous, self-reliant and reliable way.

The research has not confirmed significant relations between casual parental attitude and daughters' competencies. However, casual attitudes of both fathers and mothers influence the sons' level of optimism. Probably, more freedom, self-reliance, less concern in their everyday problems enable them practice overcoming difficulties more effectively, coping with problems and, as a result, gives more experience in activities and creates higher level of optimism. This interesting result suggests further exploration of such correlation.

Contemporary changes of the family model lead to changes of social rules related to gender. Women's professional careers, sharing household duties, splitting rearing duties, etc. cause that typically men's tasks and typically women's tasks are more frequently shared by both sexes, which also influences the model inherited by children. The research investigated both patterns, the ones where only the mother's or the father's attitudes were important and such where both attitudes had some particular meaning. For example, the feeling of control of daughters and sons correlates with the mothers' attitude only, self-efficacy is connected with the fathers' attitude, while the achievements motivation is formed in different ways by the mothers' and the fathers' attitudes.

Young men and young women, when beginning their own professional career, vary significantly in such personal competencies as hope for success, locus of control, self-efficacy and motivation of career achievements. Their higher level was observed in the male group. The result seems to be similar to the investigation of adolescences carried out by SKARŻYŃSKA (1991), which proved that boys care for education, free-

dom, leadership and policy as well as career and money more than girls. According to the author, career and leadership are the values especially strong in the standards determined as “achievement–consumption”. It can be assumed that realization of the standards in career building is supported by the observed competency patterns, which are used by men more frequently than by women, which becomes a significant factor resulting in their favourable position on the labour market.

Interpreting the obtained data, it should be emphasized that as a result of the empirical investigations of attitudes we have obtained data concerning particular types of attitudes of mothers and fathers separately. The discussed investigations do not cover constellations of attitudes, their interrelations, and stronger or poorer similarities. The author is aware that the investigated competencies do not function in isolation but create some regulation patterns, the feeling of safety results in self-reliance and activity, it supports positive self-evaluation, which creates the need of achievements, optimism and the feeling of self-efficacy.

Considering the above-mentioned limitations, it may be stated that there is a relation between perception of parental attitudes and particular personal features which become career competencies required and expected by the current labour market. Despite the fact that the correlation analysis does not entitle to establish any causative relation, there is significant agreement between the obtained results and assumptions resulting from the theoretical analysis of consequences of the parental attitudes, which allows assuming that their influence on occupational competencies of sons and daughters is significant. The obtained results motivate for further exploration of relations between family experience and professional career. The problem, due to intensive changes on the labour market and in families, might be an interesting subject for further analysis and empirical investigations.

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