The Impact of Psychological Development in Career Choices: Motivation of Overachievers vs. Underachievers

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AFFIDAVIT

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ABSTRACT

The topic of psychological development in career choices: motivation of overachievers was chosen because some enterprises have noticed the importance of psychological behavior of the employees, which has a significant effect on the overall efficiency of productivity of work. The aim of this thesis is to analyze and describe influences that shape human individuality in the childhood and how they impact career choices in the adulthood. Furthermore, motivation sources of overachievers are to be explored in contrast to underachievers. In order to achieve research goals, mixed method approach appears to be the most appropriate in this study. In the study author argues that parental influence and the social environment plays an important role when it comes to setting career goals and objectives. The results have shown a strong correlation between psychological development and career choices. Moreover, the motivation factors of overachievers and underachievers were investigated. The results of the research may be found useful in facilitating managerial processes of the human resource departments and sufficient allocation of the employees in a company, as well as a possible elimination of the issues that may occur due to negligence towards a psychological condition of the employee at work place.

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1 Introduction

Perhaps one of the most fascinating scientific areas is the study of human behavior. Many years scientists are trying to solve multiple issues related to human mind, cognition, emotions, perception, consciousness, thinking, ability to make a judgment, etc. Over the past decades, psychologists and neurologists have achieved significant improvements in this area of studies. Nevertheless, there are still many aspects left unsolved. It is common sense that most people, except those who choose isolation, live in a social environment and continuously interact with each other since the early childhood until death. Among various tasks that we conduct daily consciously or subconsciously lay significant one – decision making. One may differentiate between long-term and short-term decisions; they also vary depending on the level of influence. For some, one of the most crucial choices in life is the decision on which career path to follow. Personal achievements at work are often seen as defining. There is an overall tendency of setting career goals as a priority, at the same time a shift of values in the society happens. High competition on the job market stimulates employers to set higher requirements for the employee. Consequentially younger generations put a lot of effort to find a job and self-fulfillment, when the process becomes too complicated may choose to focus on finding a "good" position, instead then look for an occupation, that would satisfy personal desire and interests. In other words, the aim becomes to receive a job title or similar, instead of pursuing a mission (Twenge & Im, 2007). The issue has two significant impacts in the long run: 1) dissatisfaction at work may lead to an overall drop of the personal wellbeing and happiness; 2) employee dissatisfaction leads to decrease in productivity, which may cause damage the success of the company.

This thesis aims to analyze and describe influences that shape human individuality in the childhood and how they impact career choices in the adulthood. Moreover, a lot of attention is given to the motivation of overachievers and is to be explored in contrast to underachievers. In the study, the author argues that parental influence and the social environment plays an important role when it comes to setting career goals and objectives.

The paper consists of five chapters. Chapter 1 gives a brief introduction to the topic and explains its relevance and importance. Moreover, in the first chapter, the research question and shall be identified along with the research method applied. In the same section, the rough overview of the thesis is outlined. Chapter 2 deals with the overview of the current literature

related to the topic of the study. In Chapter 3 the author describes the research design, it is empirical part of the study, that brings high value to the research results. It gives a detailed description of the research question, hypothesis methods, method justification and limitations of the study. Furthermore, chapter four analysis data collected and draws expected results.

The conclusion includes the potential outcomes of the study, possible limitations of the research and benefits for the reader, society and future research. One may benefit from the better understanding of the impact of psychological development on career choices and what are the primary motivations of overachievers.

2 LITERATURE REVIEW

2.1 Introduction

In order to get a better understanding of the individual decision-making processes and sources of motivation, it is essential to look into basics of psychological development theory. Referring to Smith, Mackie and Claypool (2014, p. 3), Social Psychology is defined as "the scientific study of the effects of social and cognitive processes on the way perceive, influence, and relate to others." Allport (1985, p. 5) argued that social psychology is a study of humans' thoughts, feelings and behaviors and the way they are influenced by actual, imagined or implied the presence of others. Modern business management can benefit from the implication of social psychology into practice through better understanding and allocation of the human recourses as well as enhance the effectiveness of managerial practice.

2.2 Psychological Development

In the 19th and the beginning of 20th centuries, developmental psychologists were concerned primarily with child psychology. However, in the 1950s, they became interested in the relationship between personality traits and parenting styles. Both the behavioral theory of Skinner and the cognitive theory of Piaget were concentrated on the growth and development of children through adolescence (Encyclopaedia Britannica, 2018).

Following analysis by Erikson (1950, 1963), psychological development may be divided into eight stages from infancy to adulthood. Individuals are shifting towards the new stage by overcoming the so-called "psychological crisis." The crisis at every stage happens as the result of experiencing different life events, and it may have a favorable or unfavorable impact on individual development (see Table 1). Interestingly enough, Erikson developed his theories inspired by Freud's (1923) notion concerning the structure and topography of individual human beings. Freud is deemed to be an id psychologist; his goal was to study and analyze the conflict within a personality, in particular, disruption between id and superego-self. Unlike Freud, Erikson focused his attention on the ego-self, his primary interest was directed towards the environment, where the role of culture and society is crucial in addition to the conflict within the ego-self.

TABLE 1 STAGES OF PSYCHOLOGICAL DEVELOPMENT

Stage	Psychosocial Crisis	Basic Virtue	Age
1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

Erikson, (1959), p. 49

Furthermore, Erikson proposed that the process of psychological development includes the whole lifespan. Together with Freud and many others, Erikson supported the so-called epigenetic principle of personal growth. In other words, there is a predetermined order of the stages; an individual can reach the next step after the previous has been completed. Both researchers, Freud and Erikson, were studying the maturity process of individuals. Freud emphasized the sexual development, whereas Erikson focused on the childhood interaction in a social environment.

More recent studies continue supporting the ideas of psychological development divided into stages. Thus, Barrett (2015) suggested the system of needs and value priorities associated with each stage of psychological development (See Table 2). He distinguished between ego needs, which are represented by the three early stages (Surviving, Conforming, Differentiating) and the need for the soul at the later stages (Self-actualizing, Integrating, Serving). The one stage that is left in the middle – Individuating – it is a bridging point, transformation from the ego needs to the of the soul. The approximate when each stage of psychological development be-

gins is indicated in the second column of Table 2. It is possible to accelerate the development to a certain degree, but for the vast majority of people, these age ranges are generally applicable. The third column describes the tasks associated with each stage of development, and the fifth column lists the value priorities at each stage of development or in other words level of consciousness. During each stage, individual values correspond to the need and as a person grows and develops values and needs change accordingly.

TABLE 2: MOTIVATION AND VALUE PRIORITIES AT EACH STAGE OF PSYCHOLOGICAL DEVELOPMENT

Stages of Physiological Development	Normal age range	Overview of task/needs	Motivation	Value priority
Serving	60+ years	Alleviating suffering by caring for the well-being of humanity and the planet.	Self-less service	Social justice
Integrating	50-59 years	Cooperating with others who share the same values and purpose.	Making a difference	Contribution
Self-actualising	40 to 49 years	Becoming more fully yourself by finding and expressing your gifts and talents.	Meaning and purpose	Integrity
Individuating	25 to 39 years	Becoming more fully yourself by finding and expressing your own values and beliefs.	Freedom and autonomy	Independence
Differentiating	Eight to 24 years	Looking good or displaying your skills and talents so you can become part of a group.	Respect and recognition	Security
Conforming	Two to eight years	Staying close to your kin and community so you feel safe and protected.	Love, acceptance and belonging	Safety
Surviving	Birth to two years	Getting your physiological needs met by staying alive and healthy.	Physical well-being and nutritional needs	Survival

Barrett, R. (2015). *The metrics of human consciousness*. Lulu. com. (p.11)

Moreover, the principle of psychological development is often associated with transformations and behavioral changes. The theory suggests a common framework for integrating developmental analyses of cognitive skills, social skills, language, and perceptual-motor skills, as well as individual behavioral changes in learning and problem-solving (Fischer, 1980).

Social sociologists Bowles and Gintis (1976) underlined that such non-cognitive skills as, for example, conscientiousness and tenacity have a significant impact on the educational and professional achievements. The formation of human capabilities is a life course event. Rutter (1985, p. 699) noted that „ for optimal cognitive development is a combination of active learning experiences that promote cognitive competence together with a social context in which the style of interaction and relationships promotes self-confidence and an active interest in seeking to learn independently of instruction."

2.3 Social Identity

Social identification begins with a simple question: "Who am I?". It is a somewhat philosophical question, however many psychologists and social scientists consider the research of the social identity as important. One's personal identity is often referred to as the collection of defining features and traits that make him or her who she is. For instance, occupation or marital status may be seen as a part of personal identity. Importantly enough, the perception of "self" identification can change over time. In contrast, ethnic identity or nationality implies belonging to a particular group of individuals who have the same ethnicity, see for example Ludwig (1997).

The central aim of the psychological science is to get a better understanding about human self which "embodies personal history, relates the individual to social situations, shapes cognition, and anchors a range of goals, motives, and needs" (Turner and Onorato, 1999, pp. 15-16). Furthermore, other scientists proposed several definitions of self-identity (Olson, 2007):

- We are biological organisms ("animalism": Snowdon, 1990; van Inwagen, 1990; Olson, 1997).

- We are material things "constituted by" organisms: a person made of the same matter as a certain animal, but they are different things because what it takes for them to persist is different (Baker, 2000; Johnston, 2007; Shoemaker, 2011).

- We are temporal parts of animals: each of us stands to an organism as the first set stands to a tennis match (Lewis 1976).

- We are spatial parts of animals: brains, perhaps, or parts of brains (Campbell and McMahan, 2010, Parfit, 2012;).

- We are partless immaterial substances—souls—or compound things made up of an immaterial soul and a material body (Swinburne 1984: 21).

- We are collections of mental states or events: "bundles of perceptions", as Hume said (1978: 252; see also Quinton 1962 and Campbell 2006).

- There is nothing that we are: we don't really exist at all (Russell 1985: 50, Wittgenstein 1922: 5.631, Unger 1979).

Despite the fact that humanity managed to create artificial intelligence that can accomplish tasks almost as good an a real human, there is still a significant research gap in the area of psychological development. In the literature, social identity of a human being is often related to the sense of belonging to others. Thus, Tajfel (1979) suggested that social groups to which an individual belong have an important impact on pride and self-esteem.

Typically personal identity studies are focused on the cognitive functioning. In the process of research development, it became evident that to make a reasonable assumption concerning one's identity it is necessary to observe how individuals interact and behave in the group. Thus, there is a distinguishment between personal identity (id), and social identity, where an individual becomes a part of a group (Abrams & Hogg, 1990; Turner & Onorato, 1999).

2.4 Theory of Needs

Human needs have always had a special place in human development studies. People are driven by different kind of needs, one of the first to classify the individual needs was Abraham Maslow. His hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, presented as a pyramid.

1. *Biological and physiological needs* air, food, drink, shelter, warmth, sex, sleep.

2. *Safety needs* – protection from elements, security, order, law, stability, freedom from fear.

3. *Love and belongingness needs* – friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).

4. *Esteem needs* – which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for respect or

reputation is most important for children and adolescents and precedes real self-esteem or dignity.

5. *Self-actualization needs* – realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming"(Maslow, 1987, p. 64).

This model is called hierarchy because individuals have to fulfill lower level needs before they are capable to reach the top of the pyramid. Nevertheless, not everyone has to climb from the lower to the upper stage in the same manner. Human needs are unique, it is assumed that physiological needs and safety are pre-requisite stages before moving toward love and belonging needs and esteem needs. Depending on personal preferences, individuals determine the direction of the path to achieve the needs.

After reaching deficiency needs an individual is experiencing personal growth. Reaching self-actualization needs starts when the other needs have been more or less sutisfied. Maslow (1987) also noted that "any behavior tends to be determined by several or all of the basic needs simultaneously rather than by only one of them" (p. 71). Here, he explains that the human motivation is supported by the logic of the hierarchy of needs, which plays a role of stimuli. The order of needs is not fixed and idividuals can move back and force depending on external circumstances or individual differences.

Maslow has been refining his theory of needs over several decades (Maslow, 1943, 1962, 1987). To the classical five-stage model he added aditional three levels of human needs as below:

- *Cognitive needs* – knowledge and understanding, curiosity, exploration, need for meaning and predictability (Maslow, 1970a).
- *Aesthetic needs* – appreciation and search for beauty, balance, form, etc. (Maslow, 1970a).
- *Transcendence needs* – a person is motivated by values which transcend beyond the personal self (e.g., mystical experiences and certain experiences with nature, aesthetic experiences, sexual experiences, service to others, the pursuit of science, religious faith, etc.) (Maslow, 1970b)

FIGURE 1 HIERRACHY OF NEEDS PYRAMID (EXTENTED VERSION)

(Adapted from Maslow, 1987)

The scope of human needs overall is definitely a broad topic, which can be further discussed. Maslow's Theory of needs has been recognized in the literature as one of their fundamental works. Furthermore, in his acquired-needs theory, David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classified as either achievement, affiliation, or power. A persons motivation and effectiveness at certain job functions are influenced by these three needs. McClelland's sometimes is referred to as three need theory or as the learned needs theory (Center, N. B. K., 2007).

2.5 Career Development and Decision-Making

Choosing a career in very responsible and at the same time complicated process for every person at a certain life period. Modern employment market offers a variety of options at first glance, democratic organizational structure (in most of the countries) does not create additional buries as it used to be in other times, when, for instance, some jobs were offered according to gender differences. The decision about career path influences a broad circle of life

spheres such as family, welfare, physical and mental wellbeing. Due to these reasons many psychologists and practicians are concerned with the topic of career development.

The first one to introduce the concept of career decision-making was Frank Parsons in his book „Choosing a Vocation" in 1909 (Patton & McMahon 1999). He suggested that vocational choices should be based on three broad factors: "(1) a clear understanding of yourself, your aptitudes, abilities, interests, ambition, resources, limitations and knowledge of their causes; (2) knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts" (Parsons, 1909, p. 5).

In the early 1900s researchers became interested in the topic of career development as a part of career counseling studies. At that time scientists focused primarily on the children's career development (Betsworth & Fouad, 1997). Despite the fact that in literature there are still a lot of discussions with regard to etiology of career development interest, some researchers indicated that career development processed is a result of synergy with the social world and communication with significant others (Carter, 1940; Super, 1949). A few scientists agreed on the point that genetics play a role of influencers in career development (Betsworth et al., 1994; Lykken, Bouchard, McGue, & Tellegen, 1993; Moloney, Bouchard, & Segal, 1991). In one of the studies conducted by Barak, Feldman and Noy (1991) family influence was emphasized.

2.5.1 Classification of Personality Types

The theory of vocational personalities and work environment suggested by Holland (1959) is one of the most fundamental theories of career decision making in psychological literature. The theory underlines the importance of competency of "vocational choice" and "work environment" (Spokane, Luchetta & Richwine 2002). Following the notion provided by Parson (1909), individuals have to comprehend what they are capable of and find the right fit in the work environment (Kidd 2006). The theory is aligned with the fundamental observation that people possess different traits, behaviors, and interests that can be organized according to six types of individuals (Holland 1992). These types included: realistic, investigative, artistic, social, enterprising and conventional, the model also provides the guidance on how those types correspond to particular jobs (Sharf 2002). For instance, occupation in mechanical, agricultural or technical competencies is most suitable for the individuals with realistic personality type, as they do not need constant interaction with other human beings and can be satisfied by working with tools, objects, machines or animals. On the other hand side, artistic type in more likely

to choose the tasks where they can have more freedom for creativity, for this personality type career in art, music or theater is seen as the most appropriate (Holland 1992). In addition, Hogan & Blake (1999) noticed that with the help of Hollander's personality types people's career decision-making process should become more rational and lead to career satisfaction.

Despite the fact that the theory seems to be helpful while designing career choice strategy, there are some pitfalls in its application. The Holland's model aims to find a match between individual and job, however very little has been mentioned concerning additional factors that impact career decision-making process (Kidd 2006). Holland (1992) indicated that such influencers as age, gender, social status and educational background are to be considered while making a career decision. In an attempt to test the theory in practice, previous studies found a limited application in specific cultural context. Indeed, a review of personality types among young black South African men and women the model did not appear to be useful (Toit & Bruin 2002). Also, in a similar study conducted in China, where the personality types sought to be investigated, the six personality type model failed to provide comprehensive results (Leong & Tracey 2006). Consequentially, one may assume that this model corresponds to the Western cultures the best.

Further, Schein (1978) suggested other classification of personality types, this time the focus is on the individual's abilities and compatibility with the work environment. This concept facilitates in career decision making and later on in career development. According to Schein's (1978) concept, the individual decision-making process is driven by values and preferences in life, which can differ at different points in time. Therefore, it was proposed to categorize individuals according to five different anchors: technical and functional competence, managerial competence, security and stability, autonomy and independence and entrepreneurial creativity. In the later review of the anchor model, three additional features were introduced: service and dedication to cause, pure challenge and lifestyle (Schein 1990). Each anchor corresponds to the value priorities and professional competencies, which play predeterminant role in career decision-making. For example, if a person is focused on security and stability anchor, he or she will be looking for a secure and stable position within the work environment. On the contrary, an individual who's priorities are autonomy and independence most probably will avoid strick organizational regulations and is likely to engage in jobs that allow keeping the flexibility and freedom of performance (Schein 1978).

The career anchor theory indeed facilitates in creating a balance between individual career interests and the nature of work environment (Ituma & Simpson 2006). Importantly enough,

employers may also benefit from this concept, as it allows to learn about employees needs and expectations and enhance the work conditions as well as job satisfaction which will result in loyalty and commitment towards an organization (Baruch 2004).

Many support Schein's career anchors tool until now, however, there is some criticism concerning its actuality. Since the concept was introduced a lot changes in organizational structure and career development have been experiences. In the 1970s the organizational structure was primarily linear and the career development tended to move upward to higher levels   (Baruch 2004). The studies of the past decades contend that career development evolved and now a cross-functional movement within an organization is also an option (Gilbert, Sohi & McEachern 2008).

2.5.2   Social Cognitive Career Theory

Recently a few scientists focusing on career theories (e.g., Blustein, Juntunen, & Worthington, 2000; Blustein, Phillips, Jobin-Davis, Finkelberg, & Roarke, 1997; Worthington & Juntunen, 1997) became concerned with the school-to-work transition (STW; Blustein et al.,1997) when young people (e.g., college alumni or high-school graduates) finish their studies and enter the job market. Scientists and supporters of the school-to-work transition concept argue that it is essential that students should be well prepared for this step in life. In his research Blustein et al. (1997) indicated some of the factors that are linked to the school-to-work transition, which included life satisfaction, self- and environmental exploration, and decision-making.

Social cognitive career theory (SCCT) developed by Lent, Brown and Hackett (1994) is one of the modern theories which explained three features of career development: (1) how basic academic and career interests develop, (2) how educational and career choices are made, and (3) how academic and career success is obtained. This theory includes a range of variables such as interest, abilities, values and environmental factors, which were found to affect career development. SCCT theory is based on the general social cognitive theory created by Wood and Bandura (1989), focused on the cognitive and motivational processes and has influenced many studies in the field of psychological functioning (e.g., academic performance, health behavior, organizational development).

Social cognitive career theory consists of three main ingredients: self-efficacy beliefs, outcome expectations and goals (Lent, Brown & Hackett, 2002). By self-efficacy, one should understand individual beliefs regarding his or her capabilities traits and abilities to perform. In contrast to confidence or self-esteem, self-efficacy is about particular behaviors in particular areas of ac-

tivities and is characterized by its changeable (dynamic) nature. For instance, a person may feel very confident in math and less confident in linguistics. The theory suggests that people tend to choose the field where they feel the strongest confidence and that correspond to their primary interests. In this case, their beliefs lead people towards the area of activities where they can achieve the most success.

Individual assumptions about the results of the activities or behaviors that they engage in are called outcome expectations. People choose the activities they are willing to commit by evaluating the efforts and persistence at these activities, Following SCCT the engagement in activities is predetermined by both their self-efficacy beliefs and outcome expectations. Goals that individuals pursue can be separated into choice goals and performance goals and are closely related to both self0efficacy and outcome expectations. Set of goals is essential to manage individual behavior and facilitates focusing on the result even if some obstacles occurs on the way to achieve these goals. People are likely to set their goals based on their capabilities, beliefs about the outcome and expectations. Depending on the success of failure in pursue to achieve the goals people's self-efficacy beliefs and outcome expectations evolve and adjust. (Lent, Brown and Hackett, 1994)

FIGURE 2 A SIMPLIFIED VIEW OF HOW CAREER-RELATED INTERESTS AND CHOICES DEVELOPED OVER TIME, ACCORDING TO SCCT
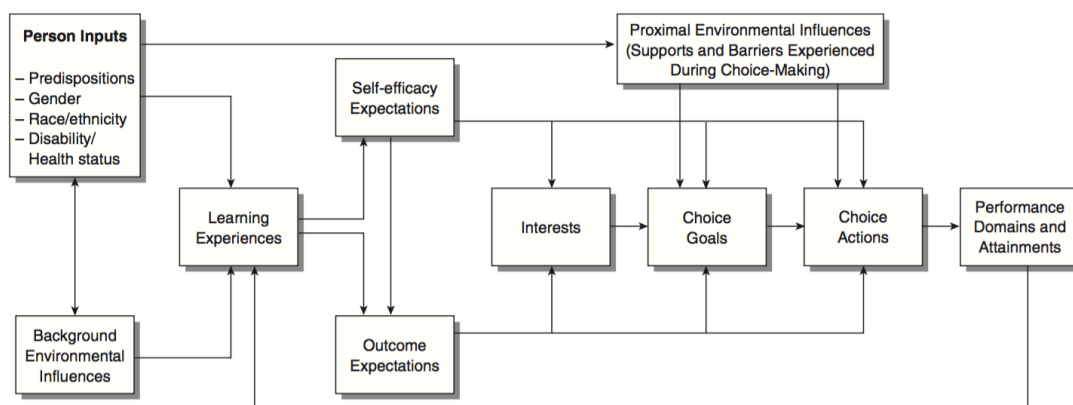
(Adapted from Lent, Brown, and Hackett, 1994).

Figure 2 illustrates the career choice process. Sef-efficacy and outcome expectations take the central part of the model, whereas career-related interests boost specific educational and occupational goal. When those goals are clear, distinct and are supported by significant others, people are likely to engage in actions directed to reach the chosen aims. In the same figure, it can be seen that the choice goals are more directly affected by self-efficacy beliefs, outcome

expectations and environmental variables, while interests obtain more power when there are supports from others.

2.5.3   Career Choice Model

A vast majority of studies focused on career choice were conducted among school and college students (Parsons, Adler, & Kaczala, 1982). Parson and his colleagues focused on the gender differences in academic choice. Together with his colleagues, he designed a model of academic achievement behaviors (Meece, Parsons, Kaczala, Goff and Futterman, 1982). The model included academic choice, academic performance and persistence and illustrated how career choice of the students is shaped by intrinsic and extrinsic values of academic exercises. Indeed, career perception determined by both intrinsic factors such as emotional intelligence and intrinsic factors such as salary and the period of future education. The career choice model is based on the notion that students make their career choices based on their beliefs and perceptions about different careers. These beliefs are shaped by the past experiences (e.g., grades, academic performance, extra curriculum activities and the results achieved in all areas etc.), at the same time, perception of students is affected by the behaviours and the expectations of others in their surrounding (e.g., parents, other members of the family, teachers, mentors, classmates etc.), which are labeled as so-socializers in the model.

As we can see in Figure 3 below, socializers took the central position in this model. Attitudes and behaviors of socializers not only have a direct impact on the students' choices but also share their past experiences, which means that the impact extends to the perception and interpretations of the students in one way or another. Importantly enough, students' attitudes, behaviors and past experiences can also shape the perceptions oft he socializers, this means that the impact goes both ways. Last but not least, both students and socializers live in a cultural milieu – the surrounding itself, which also plays a role in defining the beliefs, perceptions and expectations of the students and socializes together.

Furthermore, reserchers concern touched the issue of feachures required to make effrctive decision with regard to career choice. Following works of Crites (1981) there are few traits that one has to obtain to be able to proceed with career decision-making which include goal setting, problem-solving capabilities, planning and execution skills, career exploration and realistic self-appraisal skills. Moreover, Taylor and Betz (1983) developed the Career Decision Making Self-efficacy (CDMSE) Scale, which helps to evaluate the efficacy referring to the five elements mentioned above. They concluded that evolvement of skills is as important as individuals belief and confidence in decisiom-making capabilities.

FIGURE 3 MODEL OF CAREER CHOICE
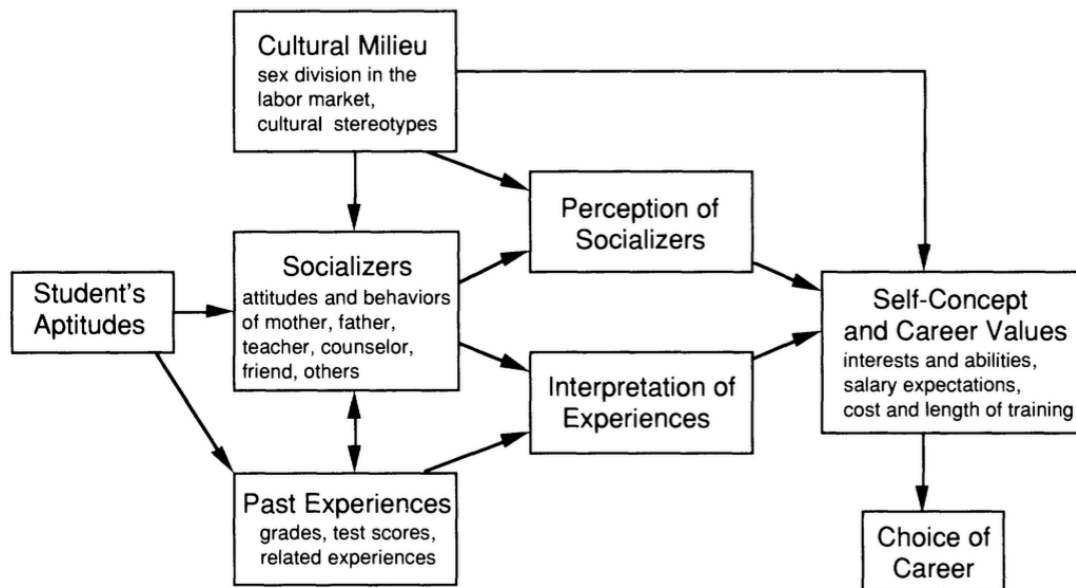
(Adapted from Meece, Parsons, Kaczala, & Goff, 1982).

2.5.4 The Role of Family

Often parents are becoming role models for their children, children observe and try to copy behavioral habits of the closest relatives. Naturally, in early age, some decide to follow fathers or mothers occupational steps later in adult life. Indeed, in his research Trice (1991) found out that 40% of childhood career aspirations correlated with their father's area of occupation. Interestingly enough, those children who have chosen the same occupation as their parents were more successful in finding a job within the same area, in comparison to those who have chosen a different career path. This may be due to the fact that parents could provide more support and guidance in the area they have the most expertise.

Furthermore, Vondracek et al. (1986) indicated, "perhaps the most important way in which roles and role expectations link the family microsystem and children's career development entails the roles children learn in the context of the family setting" (p. 53).

Schulenberg et al. (1984) analyzed the influence of the family on the occupational decision making. Researchers have indicated various variables that have a different level of influence. Thus, in one of the studies, it was concluded that there is a strong correlation between socio-

economic background and the likelihood of getting a desired occupation, the conclusion has shown that individuals from the lower social level tend to acquire jobs with lower wages and a lower position. Similar studies have been conducted by several other researchers (e.g., Krippner, 1963; Mowsesian, Heath, & Rothney, 1966; R. H. Turner; 1962).   In contrast, McClendon (1976) stated that family social background had not had a significant effect on the career choices of children both male and female.

Following Schulenberg et al. (1984) gender differences also play a critical in the analysis of the family impact on children's career choice. From the studies that have been conducted, it became evident that occupation of parents had a particular impact on women's career development. Following Schulenberg's and his colleagues' research girls whose mothers were employed were likely to look for employment as well. In addition, Krippner (1963) reviewed other aspects of this topic and concluded that girls' career decision-making process was related to the occupation of both parents, whereas boys were influenced solely by father's level of occupation. Further, Sinclair, Crouch, and Miller (1977) were able to provide evidence that social background, gender and parental aspect in combination have been associated with the career choice determination. For instance, girls who are coming from a low socio-economic background are more likely to choose a job that does not require a high level of education, opposite to girls from a higher socio-economic background.

A significant finding was indicated in this area with regard to the family structure, in particular: size of the family, single vs. dual parenthood and birth order of siblings (Schulenberg et al., 1984). It was determined that male children from larger families are reluctant to aim high goals in education, as a result, are less likely to achieve a high level in career. There is a certain research gap concerning the effect of birth order on the career choices. It may be the case due to the difficulty of measurement methods.

Furthermore, Helwig (1998) focused his studies on the impact of parental expectations on the career aspirations of their children during elementary school. He was collecting data of the individual aspirations the children concerning career goals and comparing with the expectations of their parents. The results showed that in early elementary school years children's aspirations were similar to the expectations of their parents. However, later on, starting from the sixth year of schooling children tended to follow their own career aspiration, which did not always match the expectations of the parents.

2.5.5   The Role of Education

After the family school or other educational institution is a primary socializing space, where goals are explicitly defined (Hatch & March, 2010). The level of intelligence and cognition often determine the success in achieving educational goals (Deary, Strand, Smith & Fernandes, 2006), as the same time level of knowledge and cognitive skill can develop during educational period regardless initial abilities (Snow & Yallow, 1982; Hernstein & Murray, 1994; Richards & Sacker, 2003; Hatch, Feinstein, Link, Wadsworth, & Richards, 2007). According to the human capital, theory schooling provides first of all, necessary theoretical and practical knowledge which can be used later on in work life. Moreover, through specific teaching techniques, educational institutions stimulate and enhance cognitive and social skills, motivate students towards success and shape confidence (Kohn & Slomczynski, 1993)

Similar to the parenting influence discussed above educational institutions and students affect each other both ways. School teachers help to set academic goals and reach them eventually. Also, they take care of class management and provide a range of motivational techniques, at the same time they encourage the student to participate actively in student life and self-management (Rutter, 1985). During the education period, individuals acquire qualifications that can define their future position on a job market and differentiate socioeconomic status in the adulthood (Collins, 1979).

Following the model of attainment (Sewell and Hauser, 1976), academic achievement and performance, as well as expectations of parents, teachers and peers, play a significant role in the formation of career aspirations (Duncan, Featherman, & Duncan, 1972; Gordon, 1972; Kerckhoff, 1974; Turner, 1962). The encouragement of significant others is deemed to be crucial socio-psychological variable in shaping career development. However, scientists still debate about the level of impact of others on the career choice. One psychologist mentioned that work ambitions are "products of occupations that individuals are entering rather than determinants of patterns that careers take" (Roberts, 1968, p. 176).

2.6 Motivation

"Choose a Job You Love, and You Will Never Have To Work a Day in Your Life."

-Confucius

2.6.1 Intrinsic and extrinsic motivation

Motivation is one of the prominent topics among social psychologists and practicians. Ford et al. (1998), on the example of motivation in education, mentioned that teachers are often facing the difficulty of stimulating their students. Low motivation affects the performance of students in a negative way, and this causes problems in reaching educational goals. According to Hussein (2005), motivation is instinctive and inborn. Therefore, there is always a way how to motivate a child. This can be done through a well-structured learning process. By providing good examples, introducing to the role models or agitating to get a deeper understanding of the topic of interest one's motivation should evolve.

Continuing review of the studies focused on motivation, specifically on the example of students motivation Friar (1995) noted that students showing enthusiasm and active participation in the academic or educational activities were, also, aiming at the highest grades in school. Following Cloninger (1996) pointed out the importance of enjoyment during the educational process, in other words when students like what they are learning they will be more motivated. Another vital self-motivation often finds resources from the curiosity. She also noticed that students with intrinsic motivation obtain better grades than average students. However, it is worth mentioning that there are people who are motivated simultaneously by both internal and external factors.

After the publication of the results of the Hawthorne Study, many researchers brought up the importance of comprehension about employee motivation and how to motivate them (Terpstra, 1979). The top five predominant studies that facilitate the process of understanding the topic of motivation include Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

As it was already mentioned, Maslow specified five levels of human needs (Maslow, 1943): physiological, safety, social, ego, and self- actualizing. When the basic needs are satisfied, one can move to the next level of need. Furthermore, Herzberg created a two-factor theory where motivation can be classified by two factors: motivators and hygienes (Herzberg, Mausner, & Snyderman, 1959). In this case under motivator implies intrinsic factors, such as achievement

and recognition, produce job satisfaction. Hence, hygiene belongs to extrinsic factors, such as wage and stability at work which correspond to job dissatisfiers.

FIGURE 4 HERZBERG'S VIEW OF SATISFACTION AND DISSATISFACTION

MOTIVATORS
Satisfaction .... No Satisfaction

HYGIENE FACTORS
No Dissatisfaction .... Dissatisfaction
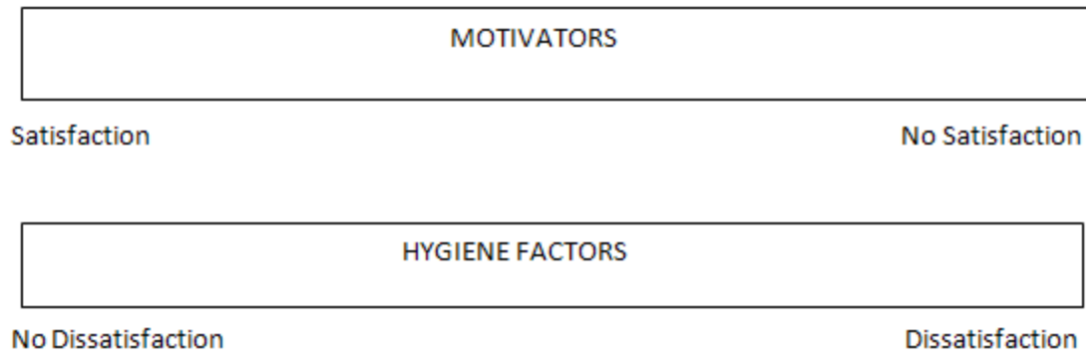
(Adapted from Herzberg, 1959)

Herzberg classified the job factor on satisfiers and dissatisfiers (See, Figure 4). Motivators can be divided into two areas: on the one hand side, the satisfaction occurs, while on another hand side no satisfaction is observed. The similar approach suggested for the hygiene factors where two dimensions oppose: "No dissatisfaction" and " Dissatisfaction".

Hygiene factors cover the basic human need required to survive, normally people expect that those needs will be fulfilled at work. Herzberg (1959) discussed various hygiene factors: 1) wage/salary should be fair and correspond to the employee inputs and professional specialization; 2) people expect to receive fringe benefits such as health insurance and medical treatment as well as health care programs and benefits for the family; 3) work conditions should be of the good level including workplace, equipment, accessibility; 4) communication and relationship has to be open and conflict-free, the overall organizational culture should be harmonized. 5) Corporate policies and internal rules have to be clear and understanding to everyone, such things as organized working hours, dress code, lunch breaks, vocation have to be discussed; 6) for the vast majority job security is an essential factor, the employer is obliged to ensure it. 7) also, there should be a clear understanding of status and hierarchy within an organization. However, even when all the hygiene factors are satisfied, it may not give satisfaction to the employees on a long run.

Furthermore, fulfilled motivational factors lead to satisfaction enhancement. In addition, these factors impact the performance. So-called, satisfiers include: 1) recognition, where an employee receives praise for their achievements; 2) sense of accomplishment; 3) growth and promotion opportunities enable commitment and motivate employees to show outstanding results; 4) responsibility and trust, where managerial control has to be minimized; 5) given tasks has to be meaningful and foster personal growth (Herzberg, 1959).

The expectancy theory suggests the concept whereby maximizing the effort an employee expects to maximize the reward for the performance. when every employee's effort (Vroom, 1964). Importantly enough, Vroom's theory is not focused on the rewording which an employee wishes to get, rather about associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

Adams' assumption is based on the willingness of employees to be treated fairly in comparison to other employees. This implies that employees perceive the ratio of the input and output as the equity measurement. Every employee will strive to adjust the input based on the measurement ratio (Adams, 1965).

Further, Skinner offered a notion that positive actions, which lead to positive outcomes, are more likely to be repeated in the future, thus, should be positively reinforced. While adverse actions with negative consequences should be treated accordingly, which will eliminate their repetitiveness (Skinner, 1953).

2.6.2   Achievement motivation

Even though motivation is often used in a singular form human motivation is more likely to be determined by multiple factors. Not only motivation is being broadly discussed within psychological, biological and cognitive sciences, but also in the real-world scenario. Being the primary driver that shapes and dives a direction to people's behaviour, motivation has different nature. Atkinson (1957, 1964) and McClelland (1961) argued on the achievement motivation as an ability that can be acquired. The theory suggests that art of motivation is related to a desire to succeed and fear of failure. The core of such motivational disposition is an emotional conflict. It means that some people are driven by the anticipation and hope for success. Others choose the tasks based on the assurance that they can accomplish them without failure. In other words, failure-oriented people tend to pick easy tasks, where the positive outcome is guaranteed.

Based on the achievement-related goals people's attitudes can be classified into two groups: task-involvement and ego-involvement (Butler, 1999). Task-oriented people are characterized by striving to obtain new information, more profound knowledge and possibly develop new skills. On the other hand side, ego-oriented people are focused on the privileged position in comparison to others. Theorists argue that task-involvement and ego-involvement differ in term of information seeking. Task-involvement individuals are willing to engage in challenging activities and are eager to make an effort needed to reach the final goal, whereas ego-involved individuals aim to outperform others (Butler, 1999).

In the past decades, achievement motivation theory has been reviewed by several scientists (e.g., Ames, 1992; Dweck, 1986; Urdan, 1997; Urdan & Maehr 1995). By examining students' motivation during the educational period, it was noticed that goal setting and execution depends mainly on the cognitive self-regulation processes. Under the cognitive self-regulation process, one should understand the ability of an individual to focus on self-learning and show active engagement in various educational tasks. It also included the ability to analyse the requirements of a given exercise and use necessary resources to meet those requirements (Pintrich, 1999; Zimmerman, 1990; Zimmerman et al., 1994).

Referring to Atkinson's (1957, 1964) and McClelland's (1961) task- ego- involvement achievement motivation, scientists seem to agree on the general differentiation between learning goals, also referred to as task goals (Anderman & Midgley 1997, Kaplan & Midgley 1997, Midgley et al 1998, Nicholls 1984) or mastery goals (Ames 1992, Roberts 1992). Overall, learning goals are linked to individual's willing to enhance knowledge and competency in a particular area. Similarly, researchers concur on performance goals, also known as ego-goals (Nicholls 1989, Thorkildsen & Nicholls 1998) or self-enhancing goals (Skaalvik 1997). Individuals with performance goals care about the advancement within a group.

Furthermore, self-worth theory of motivation explains the behaviour from a self-esteem point of view. Individuals are likely to suppress the effort if not sure about the performance outcomes. Normally, such situations occur after experiencing fiasco in the past. Self-worth theory affirms that people show low performance when there is a threat to self-esteem. This way a possible failure can be explained by the lack of input rather than lack of competence (Thompson, Davidson, & Barber, 1995). For instance, university students often tend to neglect the preparation period before an exam, when the results are poor they perceive it as an outcome of poor preparation rather than a sigh of a low level of intelligence. Thus, self-esteem is less affected by the fact of failure.

Being competent in the field of activities is the goal of many people. Elliot and Church (1997) conceptualized classical and modern approaches of the goal achievement theory and created three-angled model, where a mastery goal focused on the development of competence and task mastery, a performance-approach goal directed toward the attainment of favourable judgments of expertise, and a performance-avoidance goal centred on avoiding unfavourable judgments of competence.

The mastery and performance-approach objectives are portrayed as self-regulating to advance potential positive results and procedures to retain a person in their undertaking. Performance-avoidance goals, on the contrary, are described as pushing for adverse outcomes. Such avoid-ance promotes demotivational factors such as anxiety and task distraction (Elliot & Church, 1997).

Following the studies by Broussard and Garrison (2004) on current motivation research, there are three questions that classify individual motivation development:

- Can I do this task?
- Do I want to do this task and why?
- What do I have to do to succeed in this task?

Can I do this task?

According to Broussard and Garrison (2004) several theories describe those who pursue this question, in particular: self-efficacy, attribution and self-worth theory. The definition of per-ceived self-efficacy suggested by Bandura (1982) is as follows: "judgments of how well one can execute courses of action required to deal with prospective situations" (p. 122). Based on Ban-dura's notion Eccles and Wigfield (2002) noted that self-efficacy is linked to an individual's confidence in his or her "ability to organize and execute a given course of action to solve a problem or accomplish a task" (p. 110). Pintrich and DeGroot (1990) suggested that people with a high level of self-efficacy are more likely to be motivated and as a result achieve better performance outcomes. Moreover, self-efficacy is closely related to the use of cognitive abili-ties and its perception predetermine the level of achievements (Pintrich & DeGroot, 1990).

Furthermore, the issue of locus control often appears in relation to motivation theory. Eccles and Wigfield (2002) observed that people are likely to feel motivated when they can control their success or failure. Control theory includes three main components: autonomy, compe-

tence and relatedness (Connell & Wellborn, 1991), thus depending on the satisfaction of these needs the level of motivation is defined. Locus of control is often associated with the attribution theory, where by attributions one implies a person's beliefs about the reasons for success or failure. Referring to the attribution theory, depending on the personal characteristics the level of motivation adjusts to an extent whether the attributes are changeable or can be controlled (Weiner, 1985). For instance, any inborn attribute is perceived as stable and hardy changeable, whereas the effort or the level of input can be easily affected. Miller and Meece (1997) hypothesized that those who hold effort attributions are better in achieving learning progress in contrast to those holding ability attributions.

Ultimately, the link between self-efficacy and locus control is self-worth theory. The basic assumption states that individuals ability to achieve related to the self-perception and one always priorities the protection of the sense of worth even if that affects the results of their achievement (Covington, 1984). For example, procrastination among students illustrates the low-performance attitude due to the lack of confidence about the success in academic performance.

Do I want to do this task and why?

The willingness to engage in a particular task is described by the following theories: expectancy-value theory, intrinsic motivation theories, and self-determination theory (Broussard & Garrison, 2004). The question "Do I want to do this task and why?" addresses the evaluation of values one grasps when participating in different activities (Eccles & Wigfield, 2002). In this case, values represent the motives and reasons why to undertake in an action. There are four types of values: intrinsic value, attainment value, utility value and cost. Under intrinsic value occurs as the result of enjoyment while doing the task. If the task is interesting and has relevance it will result in value creation. Attainment value reflects the feeling of attachment to the activities that are perceived as self-identifying and that correspond to the area of one's competence. Utility value is related to the impact of the task on the future or final goals. In other words, one may not enjoy the current task, however still feel motivated doing it because it will bring the relevance in the long-run (Wigfield, 1994). Finally, the cost identifies the negative or disadvantageous aspects of engagement in a given task (Eccles & Wigfield, 2002; Stipek, 1996).

What do I have to do to succeed in this task?

The final question: "What do I have to do to succeed in this task?" refers to the development of self-regulation and volition theories; both theories underline the relationship between motivation and cognition (Broussard & Garrison, 2004).

Self-regulation is an ability to reflect on own performance, people with this ability are usually efficient, have good strategic and goal setting skills (Schunk & Zimmerman, 2007).

Studying the relationship between motivation and cognition among students Linnenbrink and Pintrich (2002) suggested a model that brings together the past achievements of students, social engagements and learning environment, motivation factors and cognitive factors. An outstanding idea in this model is that motivation is simultaneously affected and being affected by cognition. Social context affects both cognition and motivation, while academic performance and achievement are being affected by motivation and cognition.

The volitional theory proposed by Corno (1993) defines volition as a power of will, self-discipline and a force that gives direction to act. According to Corno volition is moderating motivation in general. When an individual is motivated, he or she can decide to engage in a task, though volition the task is actually getting done. Whereas motivation helps to determine goals, volition supports management and execution of those goals.

Some motivation related studies also found a strong relationship between motivation and the level of intelligence (IQ). For example, researchers examined the correlation between motivation and achievement in reading and math (Broussard & Garrison, 2004; Gottfried, 1990; Lange & Adler, 1997). It appeared evident that students of the first grade and are intrinsically motivated have better results in this subjects than those who are extrinsically motivated. Further, Broussard and Garrison (2004) researched the motivation of students at the age of nine. Highly motivated students tend to have higher grades and higher achievements in comparison to low motivated students at this age. Supporting this idea, Lange and Adler (1997) record that motivation impact performance, self-efficacy, and behavior of students between third and fifth grade in a positive way. Those students also show excellent performance in reading and math.

Furthermore, the evidence of connectivity between motivation and achievement was found in the studies by Gottfried (1990). The researcher found that the high level of intelligence leads to a higher motivation between the age of seven and nine.

2.7   Job Satisfaction

Lately, more and more attention has been attracted to the topic of job satisfaction, especially within occupational and organizational psychology (Lu, et al 2012). Therefore, many definitions can be found in the literature provided by researchers and practitioners. The job satisfaction is commonly defined as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (Locke, 1976, p. 1342)"; or "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997,p. 2)".

Job satisfaction and motivation are very closely related, both have a significant effect on the organizational culture, which is being often overseen by management. Likely, modern concepts highlight the value of employee satisfaction and its impact on the success and productivity of an organization.

Spector (1997) presented three factors, which are fundamental to grant a job-satisfying environment. The first condition to be fulfilled is to set human value as the high priority within an organization. This implies fair and respectful treatment of the employees. Secondly, it is vital to understand the effects of employee behavior on the performance depending on the level of satisfaction. Thirdly, job satisfaction serves the role of an indicator of business activities. By evaluating the level of job satisfaction in different departments management can analyze the performance. In other words, if employees of the department X are satisfied, they will show a good level of performance, and the other way round. Comprehensive understanding of these factors can enhance and maintain the organizational culture.

The literature review confirms a close relationship between employee motivation, job satisfaction and work loyalty/alienation (Wright, 2001, 2003; Wright & Davis, 2002; Kim & Wright, 2004). First of all, one has to acknowledge the difference between job characteristics and organizational characteristics. "Job characteristics describe aspects of the job or task an employee performs, while work context pertains to characteristics of the organizational setting (e.g., the organization's reward systems, goals, or degree of formalization) in which the employee must perform work" (Wright, 2001, p.562). Wright and his colleagues designed a model that enables evaluation of effects of the organization on work motivation. The researchers also recognized that organizational factors apply power to employee behavior and attitudes indirectly via job characteristics. If the organizational goals are clear, the job goals also will be

clear. Further, the work of Ting (1997) implies a direct effect of organizational factors on employees' attitudes and job satisfaction.

In practice management often faces a challenge to reach all the levels of employee motivation. Most common tools of motivation are promotion, bonuses and salaries (Klingner & Nalbandian, 2003). Motivating employees by high wages or promotions satisfies mainly extrinsic hygiene factors. Other levels can be reaches by providing job rotation, training opportunities, job variety and promotion of the right people.

Sorge and Warner (1997) noted that job satisfaction in the outcome of work motivation. Their concept is focused on the idea of the urge that causes pressure, which motivates an individual to proceed in action that result in goal achievement and finally satisfaction of needs. Kreitner et al. (2002) debates the reverse relation model. According to Kreitner and his colleagues, motivation is the result of job satisfaction. Further, Hersey and Blanchard (1988) offered an idea that job satisfaction reflects the past experiences, whereas motivation is about the future experiences.

2.8 Work Life Balance

In the past decades, the topic of work-life balance gained particular popularity. Due to the fast changes in the business worlds, rapid movement towards globalization and increased competition on the market it becomes difficult to maintain "balanced" lifestyle. Probably, almost every adult faced the difficulty separating work from private life. For example, the concept of limited working hours has been fading away. Nowadays, business world often requires rapid response to specific actions or events; consequentially, people are forced to take work responsibilities outside the office. The report by Osterman (1995) informs that some organizations in the United States implemented flexible working hours and career-break practices, in order o stimulate an enhance the performance rate of the employees. Besides, such exercises help to manage their life more efficiently.

The literature suggests different ways of defining the concepts of work-life balance. According to Greenhaus (2002) work-life balance is satisfaction and proper functioning at work and home with a minimum of role conflict. Felstead et al. (2002) defines work-life balance as the relationship between the institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labor markets Further, Aycan et al. (2007) kept the subject just with work and family and set forward the idea of "life adjust" with a broader point of view. Researchers characterized life balance as satisfying the

need attractively in the three essential everyday life engagements; in particular, work, family and private.

Following Zedeck and Mosier (1990) and later on O'Driscoll (1996) examined several models that explain interdependencies between work and private life. One concept is somewhat hypothetical, does not have actual empirical support, it suggests that the work life and life outside the job are two separate domains and does not influence one another. On the other hand side, the spillover model insists that the two spheres of life are closely related and may have a positive or negative effect. This model found some empirical proof; however, it is still a general assumption. Value-seeking proposition offers a compensation model, which is based on the assumption that unfulfilled demands and needs of one sphere may be reimbursed by the other. For instance, a stressful atmosphere at work may be compensated by the harmonized relationship with family and friends. Furthermore, the instrumental model proposes that specific activity in one sphere advantage the other. A good example would be accepting the long working hours which would mean higher earnings that would allow achieving desired living condition, such as new car, vacation abroad, etc. Last but not least a conflict model suggests that with higher success in one sphere some difficult choices have to be made, which can cause certain sacrifices in the other area of life.

2.9 Overachievers vs. Underachievers

In the book "Overachievement: The Science of Working Less to Accomplish More" J. Eliot brought up examples of the most successful people such as Bill Gates and Micheal Dell and characterized them as overachievers. He concluded philosophically that the difference between those innovators and any average individual is a different way of thinking. Moreover, Eliot claims that overachievement is „within the reach of very women, men and child" he that states that „overachievement is aimed at people who what to maximize their potential" (Eliot, 2015, p. 9-10).

Furthermore, Goleman (1995) underlined that up to 90% of success in career depends on traits above the cognitive intelligence. Mayer et al. (2000) followed this idea and claimed that individual success relates to the emotional intelligence at large. Following the same idea, Sala (2001) noted that success is not built upon what one knows or is capable of. It is all about social skills and emotional development that help to achieve high goals in social and professional domains.

Following Zahlouq (2011) overachievers are considered socially well adopted and have stable emotional and mental state of mind. One may recognize an overachiever by a high level of competitiveness and moral, as well as ability to detect and solve the problem. In addition, lofty ambitions and tendency towards perfectionism are the traits to be applied for an overachiever.

A comparative study conducted by Lupu (2012) examined the correlation between the emotional intelligence and sympathy within overachievers and underachievers. In the study participated two groups: a) overachievers and b) underachievers. The results were derived based on the Gaius' emotional IQ measurement and the emotional sympathy scale and revealed and overachieves scored higher grades on emotional IQ. Besides, researchers concluded that sympathy is an indicator of the emotional intelligence.

Onatsu-Arvilommi and Nurmi (1997) conducted three studies to analyze the degree to which family structure, size, parental control, and the level of parental education and financial status, are related to issues that occur with children at school, and later on in the other areas of adult life (relationships, work, social life). The outcomes demonstrated that underachievers, low achievers and "society drop-outs" normally originated from a family in which their natural father was absent, either because of single parenthood or re-marriage. They additionally revealed that a family structure, where only one parent is present, has an unfavorable overall climate. Hence, children coming from a family where the parental control is rather low or missing are likely to grow with low achievement level. On the contrary, families with healthy mental climate and harmonic structure are likely to have overachieving kids. This leads us to the conclusion that family background can positively or negatively affect the achievement level of kids depending on the family structure and the general environment.

2.10 Conclusion

Starting from birth individuals engage in interaction with the environment, this engagement determines the start of development process, thus, career development begins from the early stages of life, namely childhood. One of the major influencers on children's growth is the role of parents and parenting styles. Researchers established that parents have a valuable influence on cognitive, social and emotional development (Stright, Neitzel, Sears, & Hoke-Sinex, 2001). Obviously there are other factors that shape career development, as the social circle becomes wider with age.

Although, people are affected by multiple factors from parenting styles, educational environment, and social aspects, the primary driver toward goal achievement is motivation. Different personality types are motivated differently, depending on interests, abilities and perceived competences. Nevertheless, motivation plays a significant role with respect to achievement. Motivation should be observed as a development phenomenon. A vast amount of studies and literature on the topic of motivation underlines the importance of the subject in the field of psychological science. The main difference between intrinsic and extrinsic motivation is in its attainment. On the one hand side, intrinsic factors are hardly changeable, what makes it challenging to impact them. On the other hand side effect via extrinsic factors may be not sufficient enough to facilitate achievement execution.

3 METHODOLOGY

3.1 Introduction

In the following chapter describes the methodology of the research and data analysis. The aim of the study is to analyze the impact of psychological development on career choices and how influence factors such as family and education affect the decision-making process. Further, the difference between overachievers and underachievers shall be observed. The interest of the current research is to understand whether there is significant variation between the career development of over- and underachievers. Also, a special attention is drawn to the factor of parental expectations about career choice of their children and the level of the influence is to be analyzed.

3.2 Selection of methodology

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone (Creswell and Plano Clark, 2007, p. 5).

The study has explorative character. In order to achieve research goals, mixed method approach appears to be the most appropriate in this study. The combination of qualitative and quantitative methods allows drawing conclusions more precisely and accurately, which makes the results credible and explicable. Making use of interviews, qualitative information should be collected and analyzed. Potential interviewees shall be chosen using convenience sampling, where people from different industries, genders, educational backgrounds, nationalities and age groups will be selected and interviewed. The in-depth interview allows gathering personal opinions and creating a bigger picture of the psychological development of certain individuals, also different influential patterns may be detected. For the interviews, convenient sampling should be the most appropriate sampling method. The collection of quantitative data through survey should allow drawing statistical conclusions with regard to the influences that impact how respondents decide on the career path.

3.3 Research instrument

3.3.1 Interview

Since the current study has an explorative character mixed method was chosen as the most appropriate. Mixed method approach is commonly used in the research where philosophical assumptions are necessary. Combination of qualitative and quantitative data collection allows getting a better understanding of research problems. This methodology can be used in both single study and series of studies (Creswell and Plano Clark, 2007).

A research instrument such as an interview is aimed at obtaining detailed information regarding a certain topic. The main task of interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). According to McNamara (1999), interviews are appropriate to conduct when the researcher is interested in the "story behind a participant's experience".

Based on the degree of structuring, interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews (Fontana & Frey, 2005). Structured interviews are characterized by predefined, closed questions (e.g. yes or no answers), where each interviewee gets the same stimulus (Bryman, 2001). Corbetta (2003) defines semi-structured interviews in such a way that gives the interviewer an opportunity to shape the conversation by asking additional questions and providing explanations and clarifications on the topic of discussion. In unstructured interviews, neither questions nor the answers are predetermined (Minichiello et al., 1990). In this way, the researcher can expect answers, which were not influenced by the interviewer's opinion. Punch (1998) refers to unstructured interviews as a method of obtaining information from people in a way that will not shape the direction or impact their answers to ensure unbiased data collection.

3.3.2 Survey

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009).

3.4   Sampling Procedures

For the empirical part of study convenience sampling (also referred to as availability sampling) was chosen. Convenience sampling is the right choice for the studies with exploratory purposes (Ferber, 1977). This method allows retrieving different views and explores different hypothesis and criteria. The advantage of such approach lies in the simplicity. The questionnaire may be distributed online, for example, among colleagues and acquaintances. Convenience sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you can find them and typically wherever is convenient. In convenience sampling no inclusion criteria identified prior to the selection of subjects. All subjects are invited to participate. (Saunders et al., 2012).

3.5   Data analysis

Based on the results combined from the interviews results and the survey results, it may be expected that the research will reveal that there is a strong influence of the perception shaped in childhood by various aspects on the career orientation and set of priorities in the adult life. Mixed method approach will allow providing a multidimensional understanding of the research topic and enabling to find the accurate explanation for the main research question. Unlike other research methods, a mixed method is believed to be the best choice in this case as it covers both qualitative and quantitative approach. This method is mostly used for the psychological and philosophical topics.

The questionnaire design for the survey will be based on scaled questions (a scale from Strongly Disagree to Strongly Agree), while the interview questions will be strictly open-ended. The statistical data retrieved from the survey results serve as a basis to establish the significant factors that influence individual career decision-making. Moreover, making use of an analytical tool such as correlation the relationships between the independent variables should be analyzed. Qualitative part gives more detailed information about the factors of influence and allows drawing a bigger picture. The primary interest of the present research study is to identify the impact of parental participation in career development process. The qualitative study aims to identify the impact of self-efficacy, the sources of motivation and self-fulfillment, individual perception of happiness and logic of career-decision making process.

3.6 Limitations

Limitations of the study are related to the difficulty in subjective judgment of the psychology related topic. For the qualitative part of the study, the convenience sampling method approach is chosen, which may cause bias results in the outcome. Critical analysis is an issue when one has to deal with the subjective matter. Moreover, quantitative research allows generalizing the results and quantification of the data; however, this method requires a large sample size (Science 2001). The data source of the current study is rather limited. Quantitative research instrument such online survey does not allow full control of the environment and what are the conditions of the respondents when they conduct a survey or how they affect the responses (Baxter 2008). The sample size is sufficient to draw several valuable conclusions, however not sufficient enough to represent the whole population. Another limitation is related to time and resource constraint. Getting a large representative sample of the targeted population and obtain valuable data for the analysis is often too expensive. In addition, data analysis can be an issue without ample of statistical experience and qualification. Therefore, the data interpretation should be critically evaluated.

Qualitative analysis facilitates the elimination of some quantitative research limitations. For instance, with the help of qualitative research, namely in-depth interviewing, one can collect more detailed information and get understanding about feelings, behaviors and experiences of the respondents. The in-depth interviewing is recognized as a time-consuming process (Bowen 2006). Despite the opportunity to get extra information on people's experiences and perceptions, it is often an issue to find the causality in a qualitative study (Barbour 2000).

4 RESULTS AND DISCUSSION

4.1 Introduction

The empirical part of the study had been divided into two parts: 1) In-depth interviewing 2) Conduction of the survey. Firstly, the results of the qualitative part (survey results) are revealed.

4.2 Quantitative Research Results

The survey was distributed through various social media channels such as Facebook, LinkedIn as well as distribution via Email and completed by 61 respondents in total, out of which 42 female respondents and 19 male respondents. Despite the fact that gender distribution is unequal the data is still eligible for further analysis. Indeed, when it comes to participation in surveys women are more likely to participate than men (Curtin et al. 2000; Moore & Tarnai, 2002; Singer et al. 2000). The Figure 4 below illustrates gender representation of the sample graphically.

FIGURE 5 GENDER DISTRIBUTION

Please, indicate your gender

Number of responses: 61

Male: 19x chosen (31.15%)

Female: 42x chosen (68.85%)

I
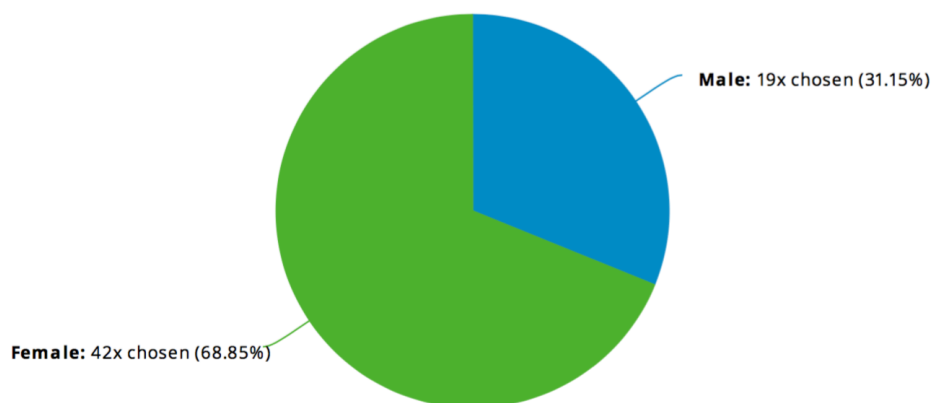
In order to get a representative sample, the research goal was to reach out the audience starting from 18 years old as during there period most people experience the issue of career decision-making process and can give a valuable input to the study. The age range of respondents varies from 19 to 69 years old.

Further, on the bar chart (Figure 5) the average age is indicated at 32.49. According to the frequency table (See, Appendix 2) age groups are normally distributed with one outlier with seven respondents of age 23. For the present research, the age group between 19 to 30 years is defined as the target group. Typically during this life period, people are actively designing their career and gaining new experiences to make the right choices. For the purpose of the study, it is essential to keep the sample diverse to retrieve valid results and be able to make solid conclusions.

FIGURE 6 AGE DISTRIBUTIONS
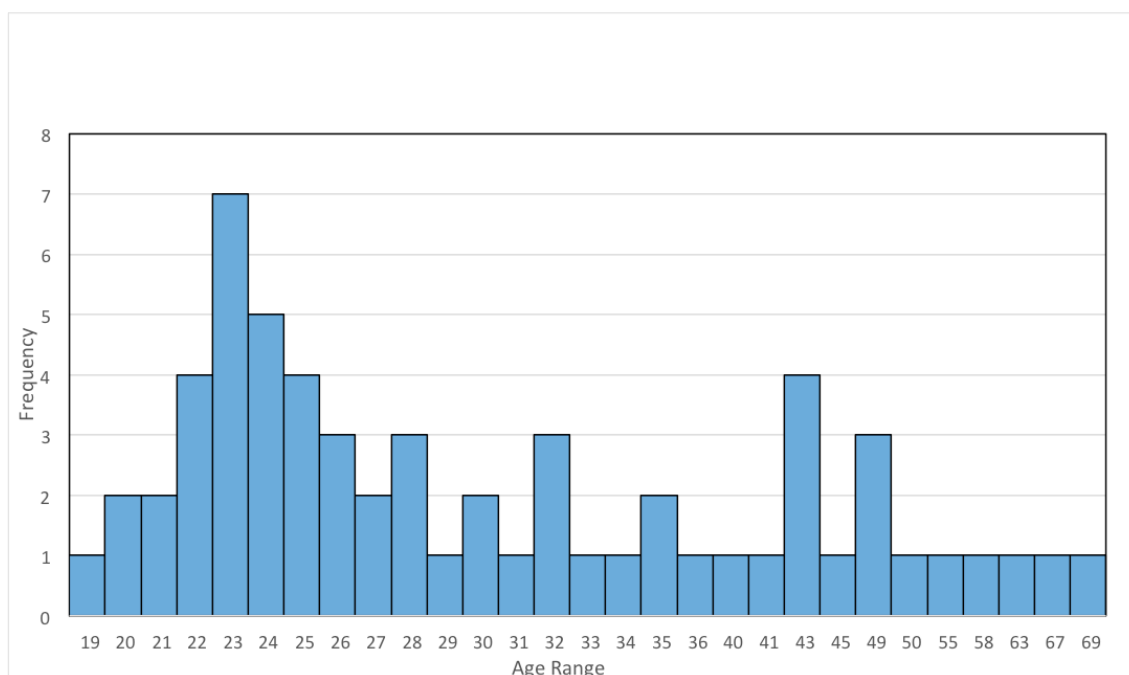
The overview of the direction of the survey responses can be seen in Figure 7. The bars on the graph indicate the distribution of the answers question by question. The respondents were asked to give an answer by choosing from the scale with six options: "strongly agree", "agree", "rather agree", "rather disagree", "disagree" and "strongly disagree". The outstanding results with most similar answers have the following questions:

- "I consider myself a happy person."

- "I love to learn new things."

- "Are you detail-oriented?"

- "Do you have a high sense of time urgency?"

FIGURE 7 MODERATION OF RESPONSE RANGE
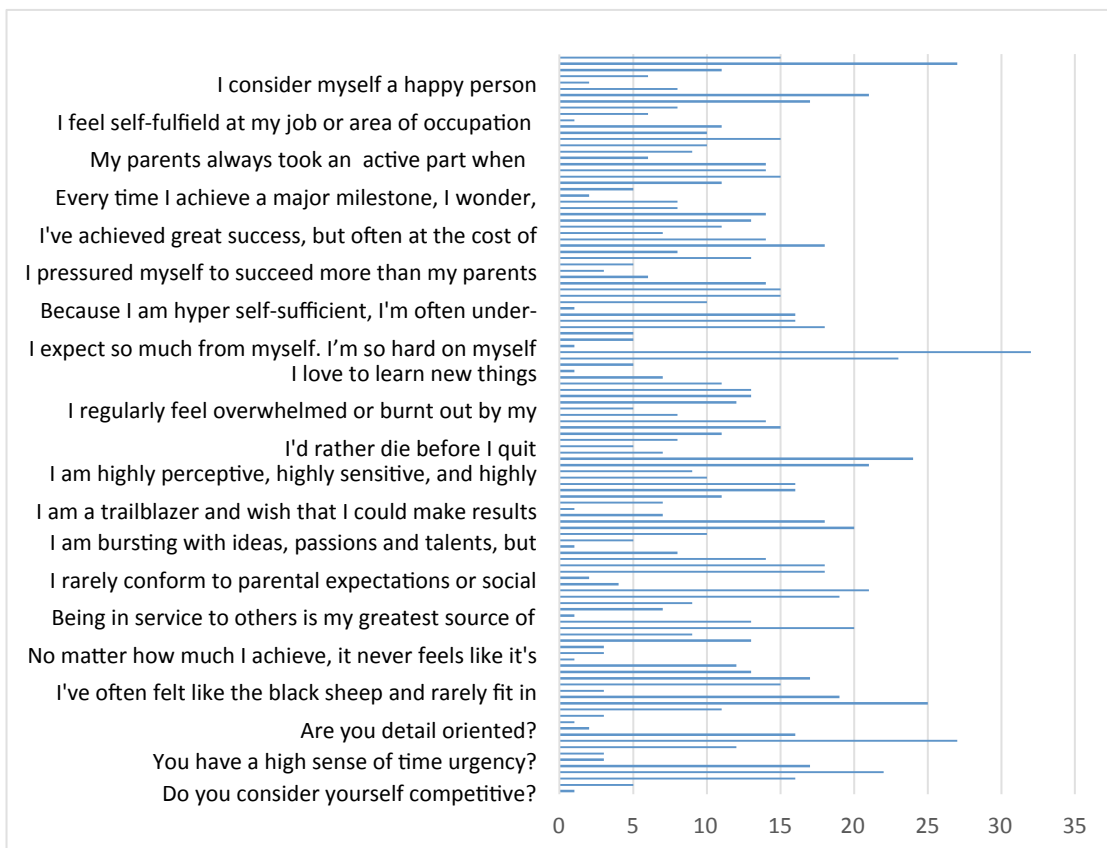
Referring to these highlights from the survey questionnaire we can characterize the overall sample. The majority of the respondents indicated that they consider themselves happy. Precisely 18% "rather agreed", other 44% "agreed" and 24% "strongly agreed" that they are happy. The graduation from "rather agree" to "strongly agree" allows us to negotiate on the completeness of happiness.

Unfortunately, it is not feasible to define the exact factors of happiness of each respondent in frames of this research. Happiness is very individual subject; therefore it is unreasonable to unify it. However, it is clear that individuals set up specific benchmarks for the happiness when they would consider that the maximum level of happiness is reached. The elaboration on individual factors for happiness is to be discussed in the qualitative analysis.

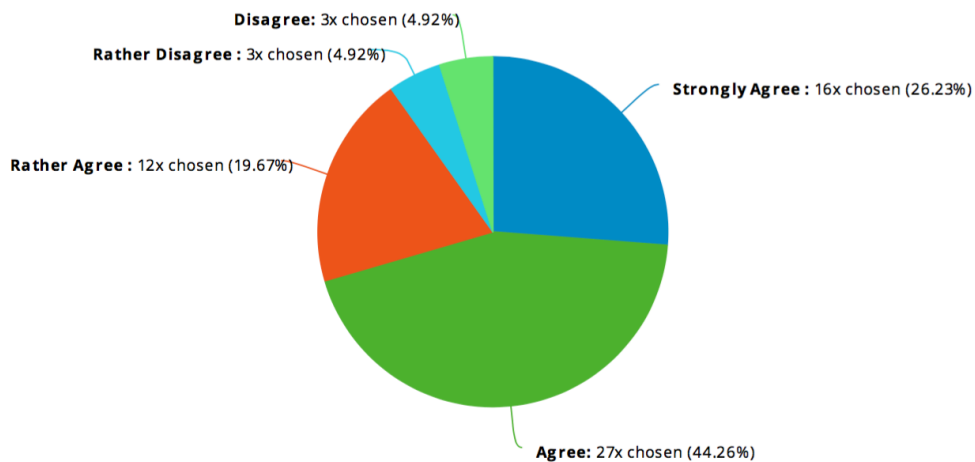In total, 98,5% of respondents agreed to a different extent that they love to learn new things. As the sample primarily consists of the representative of Generations X and Y, this result is not surprising. Further, in this chapter, the author will elaborate on this variable indication in more detail.

High time urgency (Figure 7) and detail orientation (Figure 8) seem to be dominant traits of the sample in the current study. The production cycles become faster and faster to provide the customer with the products and services at the earliest convenience. During this process, the quality can often be overlooked; therefore detail orientation became a vital qualification for many employers. Thus, 26% of respondents reported strong time urgency and 42% agreed that they have high time urgency feeling and another 20% somewhat agree on time urgency. Total of approximately 10% does not feel a high sense of time urgency.

FIGURE 8 SENSE OF TIME URGENCY

You have a high sense of time urgency?

Number of responses: 61

Disagree: 3x chosen (4.92%)
Rather Disagree : 3x chosen (4.92%)
Strongly Agree : 16x chosen (26.23%)
Rather Agree : 12x chosen (19.67%)
Agree: 27x chosen (44.26%)

Referring to the book "A Sense of Urgency" written by Kotter (2008) where three stages of urgency were identified. First one is a complacency sense of urgency when an individual is focused on self-satisfaction and does not care too much about the problems that come along with "a feeling of contentment, especially when coupled with an unawareness of danger or trouble. (p. 10)". In this case, the behavior stays the same regardless of the circumstances. The sense of urgency can also be false, it often occurs as the result of complacency. A long-term

complacency may lead to a chain of failure; consequentially at some point management of a company will force their employers to increase the performance and create unrealistic deadlines to meet the goals as soon as possible. Indeed, the quality of performance cannot correspond to the expectations even under the condition of high activity, because of the stress and feeling of pressure. Finally, the optimal sense of time urgency lay between the complacency and the false sense of urgency.

Figure 8 illustrates that 30% of participants indicated strong agreement on detail orientation, 41% agreed on being detailed oriented and 18% find themselves rather detail oriented. Total of 10% of respondents responded with a disagreement on that issue. High detail orientation is a qualification that indicated individual's capability to focus not only on the effects but also on the causes of the actions. People with high detail orientation usually have high-performance standards and sometimes may be referred to as perfectionists.

FIGURE 9 DETAIL ORIENTATION

Are you detail oriented?

Number of responses: 61
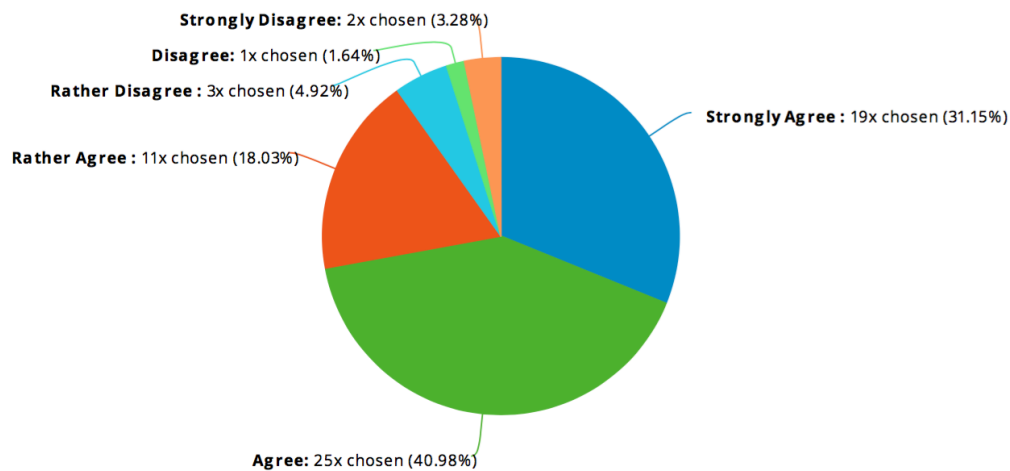
In organization setting, it is often essential to pay attention to details. Not only it can result in higher performance efficiency, but also give the customers extra satisfaction. Moreover, getting things done in attentive matters helps to reduce errors and mistakes, which also helps to increase the effectiveness. Detailed oriented people have a high level of concentration and can keep their focus on the task until its accomplished.

4.2.1 Factor Analysis

Two interpretable factors were detected after performing factor analysis and drawing a scree plot. As it can be seen in the graph below (Figure 9), there are two factors with noticeable significance for the study.

Factor analysis is used to determine the most robust dimensions within a given data set. In the current study, the statistical tool named SPSS was utilized to perform factor analysis. The results that can be seen in the Table 3 below. The first factor coefficients showed in the second column of the table indicate the most significant dimensions in the research context. The closest the coefficient exponent is to 1 the more significant value of the variable.

FIGURE 10 MODERATION OF SIGNIFICANT FACTORS
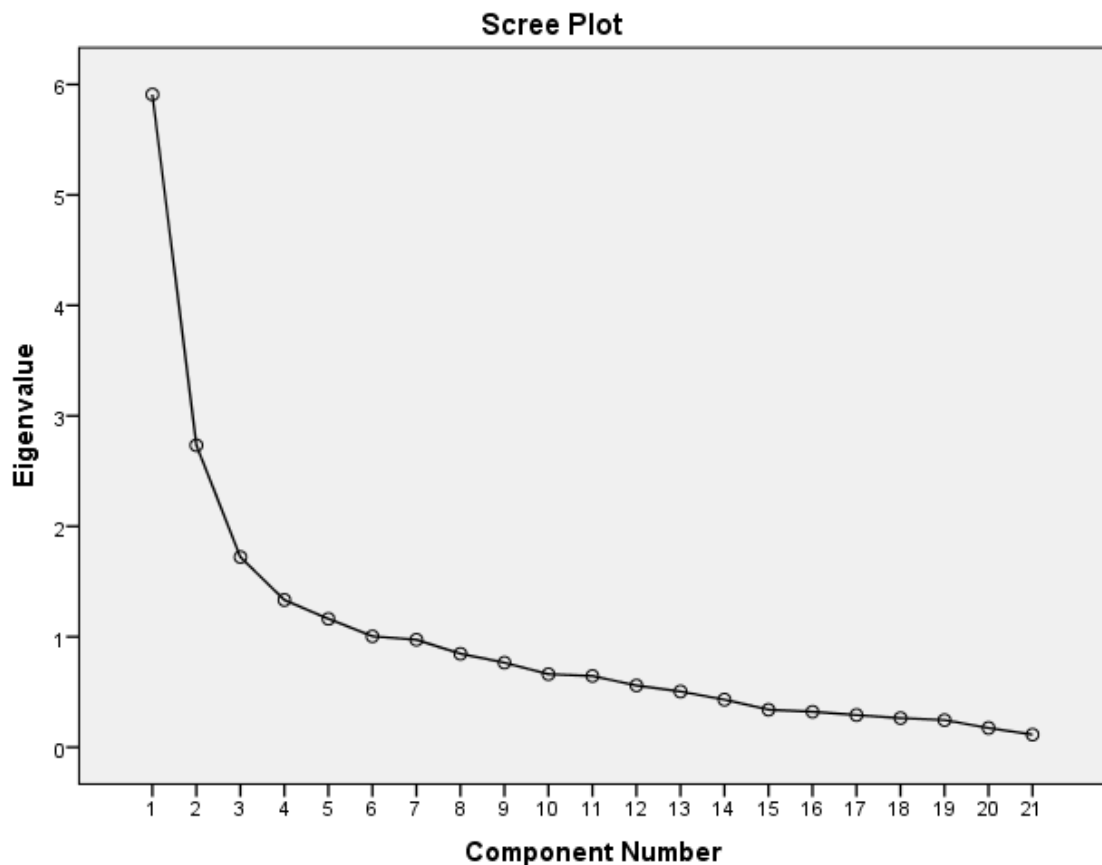
TABLE 3 EXTRACTION OF FACTORS

Component Matrix[a]						
	Component					
	1	2	3	4	5	6
Do you consider yourself competitive?	0.452	0.472	-0.264	-0.102	0.261	0.088
You have a high sense of time urgency?	0.461	0.185	-0.365	-0.366	-0.074	-0.136
Are you detail oriented?	0.398	0.225	-0.616	0.299	0.174	0.003
I've often felt like the black sheep and rarely fit in with my peer group	0.228	-0.534	-0.178	0.131	-0.572	0.076
No matter how much I achieve, it never feels like it's enough.	0.821	-0.062	0.051	0.095	-0.084	-0.137
Being in service to others is my greatest source of fulfillment	0.412	0.319	-0.3	0.593	-0.081	0.246
I rarely conform to parental expectations or social norms.	0.022	-0.489	0.23	0.068	0.393	-0.477
I am bursting with ideas, passions and talents, but never enough time	0.37	0.121	0.556	0.092	-0.239	0.13
I am a trailblazer and wish that I could make results happen yesterday	0.727	0.09	-0.002	-0.062	-0.043	-0.229
I am highly perceptive, highly sensitive, and highly creative	0.451	0.214	0.538	-0.003	0.01	0.245

I'd rather die before I quit	0.679	0.103	-0.056	-0.16	0.271	-0.134
I regularly feel overwhelmed or burnt out by my stressful fast-paced life	0.546	-0.378	0.201	-0.059	0.259	0.41
I love to learn new things	0.482	0.548	0.028	0.096	-0.248	-0.045
I expect so much from myself. I'm so hard on myself when I fail or make a mistake.	0.78	-0.129	0.059	-0.137	-0.004	0.064
Because I am hyper self-sufficient, I'm often under-supported at work, school, or home	0.582	-0.162	-0.146	-0.052	-0.339	-0.137
I pressured myself to succeed more than my parents pressured me	0.714	-0.083	-0.056	-0.384	0.074	0.253
I've achieved great success, but often at the cost of my health, happiness or freedom	0.564	-0.525	-0.01	-0.038	0.179	0.26
Every time I achieve a major milestone, I wonder, "What next? Is this all there is?"	0.764	0.126	0.231	-0.042	-0.116	-0.423
My parents always took an active part when choosing education or career path	0.316	0.28	0.368	0.6	0.248	-0.087
I feel self-fulfielld at my job or area of occupation	-0.301	0.608	0.318	-0.269	-0.215	0.034
I consider myself a happy person	-0.174	0.695	-0.031	-0.248	0.166	0.072

The highest score (0.821) belongs to the "No matter how much I achieve, it never feels like it's enough" variable. The second-ranked variable is "I am a trailblazer and wish that I could make results happen yesterday" with the coefficient of (0 .727), next the "Every time I achieve a major milestone, I wonder, What next? Is this all there is?" (0.764) and the "I pressured myself to succeed more than my parents pressured me" (0.714) followed up by the "I'd rather die before I quit" (0.679). In the statistical context, this factor indicated the significance of individual ambition and enthusiasm. According to the results of the factor analysis, most of the respondents specified that they like to be in a forefront position and have high expectations about the performance.

The second factor represents the burden to health and satisfaction and happiness. The underlying variables are "I've often felt like the black sheep and rarely fit in with my peer group" (-0.534), "I've achieved great success, but often at the cost of my health, happiness or freedom" (-0.525), "I feel self-fulfilled at my job or area of occupation" (0.608), "I consider myself a happy person" (0.695).

In the current study parental influence is hypothesized to have a significant impact, therefore, following factor analysis text was run excluding "My parents always took an active part when choosing education or career path" variable. Indeed, the factor scores got affected (See Appendix 3).

The correlation between the factor scores and the variable representing the parental influence present significant results, which is an indicator that the hypothesis has been proved. Previously two factors have been characterized: first-factor - ambition and enthusiasm; second-factor - burden to health and satisfaction and happiness. Both factors positively correlate with the "My parents always took an active part when choosing education or career path" variable.

The first factor has a correlation coefficient of 0.316, while the second factor correlates at 0,280 coefficient level. After the comparison of the correlation coefficients, it became evident that the relationship between parental influence variable and individual enthusiasm and ambition factor is slightly stronger than the relationship of the variable mentioned above and the burden to health and happiness.

TABLE 4 CORRELATION OF THE PARENT ITEM WITH THE FACTOR SCORES

Correlations				
		My parents always took an active part when choosing education or career path	A-R factor score 1	A-R factor score 2
My parents always took an active part when choosing education or career path	Pearson Correlation	1	.316[*]	.280[*]
	Sig. (2-tailed)		.014	.030
	N	61	60	60
A-R factor score 1 for analysis 5	Pearson Correlation	.316[*]	1	.000
	Sig. (2-tailed)	.014		1.000
	N	60	60	60
A-R factor score 2 for analysis 5	Pearson Correlation	.280[*]	.000	1
	Sig. (2-tailed)	.030	1.000	
	N	60	60	60
*. Correlation is significant at the 0.05 level (2-tailed).				

4.2.2 Correlation analysis

Further, we explore the dataset using correlations, which allows analyzing the relationship between separate variables. After defining the correlation one can make a specific judgment on how variables are related. The Pearson correlation coefficient, which is used in the current study, helps to understand associations between the variables in the dataset and furthermore, allows the author to make conclusions and answer the research questions.
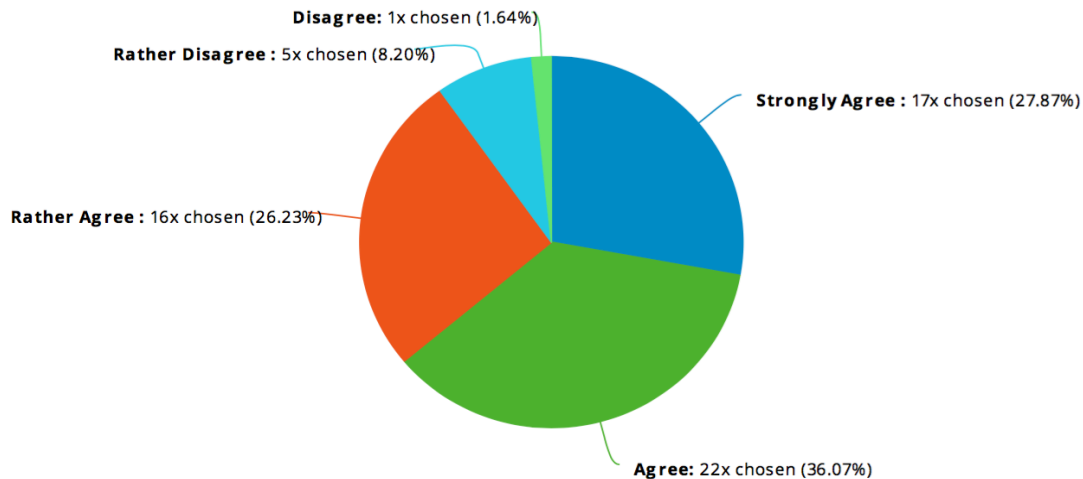
Survey respondents were asked to evaluate their competitiveness. Professional competitiveness exists nearly within every occupation field. The author believes that it is a good indicator of achievement, ability to make use of all the capabilities and talents to get the best results. As

it can be seen on the pie chart (Figure 10) 36% of respondent strongly agreed and almost 28% strongly agreed that they are competitive.

FIGURE 11 MODERATION OF COMPETITIVENESS

Do you consider yourself competitive?

Number of responses: 61

Disagree: 1x chosen (1.64%)
Rather Disagree : 5x chosen (8.20%)
Strongly Agree : 17x chosen (27.87%)
Rather Agree : 16x chosen (26.23%)
Agree: 22x chosen (36.07%)

As it was already mentioned earlier in this paper, today's job market is highly competitive. There are advantaged and disadvantages of such state of affairs. It is true that the higher the competition, the more challenges are expected on the way to success. On one hand side, sometimes the difficulty to achieve goals may be seed as inextricable and reshapes the initial goals. For example, an individual with a desire to engage in jurisprudence field, which is considered highly competitive, may choose another field due to the fear of failure. On another hand side, competitiveness can be a driver of productivity. Understanding the increase in demands in a particular area can stimulate people obtaining necessary knowledge and skills to achieve competitive advantage.

52% of respondents stated with "strongly agree" that they love to learn new things another 37% "agreed" (See Figure 11). One may argue that strive for more knowledge is in human nature, however here the author suggested that such tendency appears due to necessity. The more qualified an employee the more opportunities he or she has in a job market. The employer often requires experience, as apart of qualification. Understanding that extensive knowledge and high level of expertise open up more possibilities, people aim for the lifetime learning strategy.

FIGURE 12 STRIVE TO LEARN NEW THINGS

I love to learn new things

Number of responses: 61
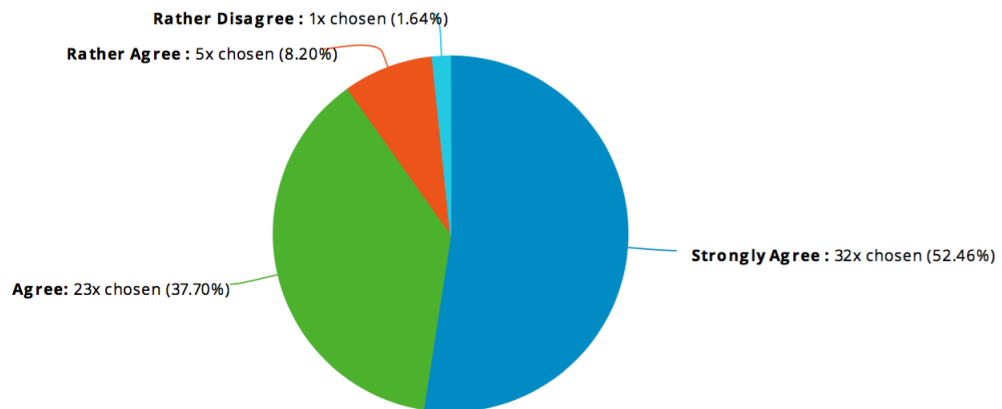
A strong correlation is observed between the competitiveness and the disposition to learn new things. The significance level of 0.372 allows us to draw several conclusions. Firstly, it supports the idea that the knowledge reflects the qualification of an employee. Willingness to learn new things parallels with the desire to stay competitive.

Secondly, it is not a simple coincidence that these two variable have a strong correlation, rather an indicator of common understanding that career success depends on competitiveness. Sequentially to stay competitive means to offer the best performance, which can be achieved by continuous learning and enhancement of qualification.

One may assume that the competitiveness goes along with resistance and ability of an individual to confront the challenges. Therefore, the following correlation test was performed between two variables: "I'd rather die before I quit" and "Do you consider yourself competitive?". Indeed, a positive correlation was observed. The coefficient (0.323) gives us assurance that there is a certain relation between the variables.

People set goals continuously both career and private spheres. Strike for achievement is a driving force for many. In the professional area, this can be illustrated the best. Traditionally, career starts from the bottom of career leather and every employee is moving step by step to the top. Nowadays, modern generation is aiming to reach the elevation as soon as possible.

Driven by diverse needs and wants young employees are engaged in more than one areas of occupation simultaneously.

Figure 12 illustrates that the majority of respondents are oriented for the ongoing achievements. Altogether 70% declare that regardless how many accomplishments they already have, there is always room for more. This corresponds to the 71% of respondents who claimed that every time they achieve a significant milestone, they immediately wonder, "What is next? Is this all there is?" (See Figure 13).

A constant need for achievement may have positive and negative effects. On one hand side, goal-oriented people are valued within most of the industries. Those who have a high concentration level and self-organization can achieve high goals. On another hand side, result orientation can become a demotivator with time. The reason for this is the increased expectation when the actual results do not correspond to the expected, which can lead to anxiety and emotional unfulfillment. Hence, the goals have to be achievable.

Moreover, an attempt to reach the performance on the limit of human abilities such as constant work overtime, taking too many responsibilities and high risks can cause a decrease in efficiency. The quality of individual performance is linked directly to the emotional state of mind and quality of life.

It is also essential to be able to enjoy the goals that were achieved. After achievement of a significant milestone, one should be able to evaluate his or her performance and make notes in regard to future improvements. This exercise will have to enhance the productivity and maintain the efficiency and effectiveness of performance.

"No matter how much I achieve, it never feels like it is enough" this sentence is powered by a sentiment of perfectionism. A strive for perfection is also a factor that negatively impacts overall productivity. In addition, overachievers often have difficulty to priorities the tasks. When every task seems to be of high importance, the focus and concentration disappear resulting mistakes and unfinished duties.

One should keep in mind that multiple challenges often surround the path to the goal. Emotional and physical wellbeing are fundamental prerequisites for the successful negotiation of the obstacles. Taking too many responsibilities and overconcentration on the details can cause sublimation effect when the polishing of the small element of the task overweighs the core objectives.

FIGURE 13 ACHIEVEMENT MODERATION (PART I)

No matter how much I achieve, it never feels like it's enough.
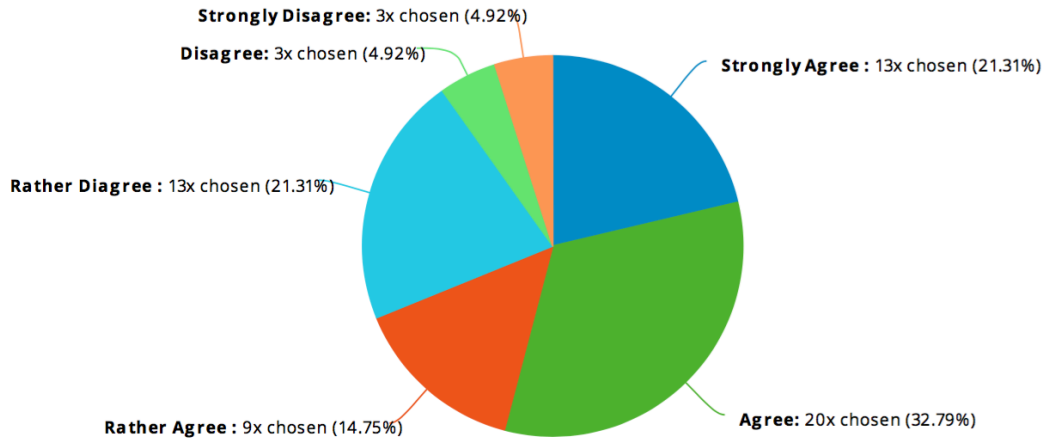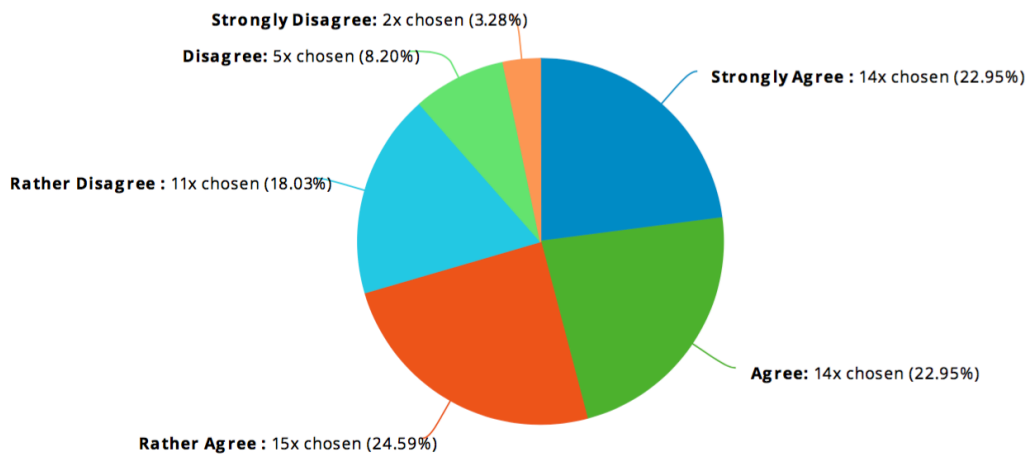
Number of responses: 61

FIGURE 14 ACHIEVEMENT MODERATION (PART II)

Every time I achieve a major milestone, I wonder, "What next? Is this all there is?"

Number of responses: 61

Indeed, the correlation between the two variables discussed above is significant with the coefficients 0.689.

A significant correlation (coefficient 0,490) was observed between the variables labeled "I regularly feel overwhelmed or burnt out by my stressful fast-paced life" and "I expect so much from myself. I'm so hard on myself when I fail or make a mistake". This correlation supports the ideas discussed above. The higher the expectations, the more likely a person will feel pressure and dissatisfaction which sooner or later can cause a high level of stress and burnout.

The sources of pressure can be both internal and external. For example, the internal competition among the employees to get a perspective project can become overwhelming and boost the stress level. More often people tend to create their own boundaries, which creates tension within. Sometimes stress can reinforce productivity; however that is valid only in the short run.

The central theme of this research is the parental influence on the individual development and career decision-making. We consider that the impact of significant others plays a vital role in the development process of any individual. However, it would be too bold to assume that this factor is the only one. A career decision is primarily an individual choice. Therefore, it is right to say that the final judgment should not be based on the point of view of others. The respondents were asked to evaluate on to separate points related to parental impact: "I pressured myself to succeed more than my parents pressured me" and " and "My parents always took an active part when choosing education or career path". Over 50% of respondents agreed to a different degree that their personal concern about the career success exceeds the interference of their parents.

The responses regarding parents' participation were entirely dispersed (See Figure 14). Different arrangements and different family structure can explain such distribution of answers. As we can see, overall 59% of respondents consider their parents have participated actively in the career decision-making process, whereas 41% thinks that there was no substantial input from the parents' side.

FIGURE 15 PARENTAL PARTICIPATION WHEN CHOOSING EDUCATION OR CAREER

My parents always took an active part when choosing education or career path

Number of responses: 61
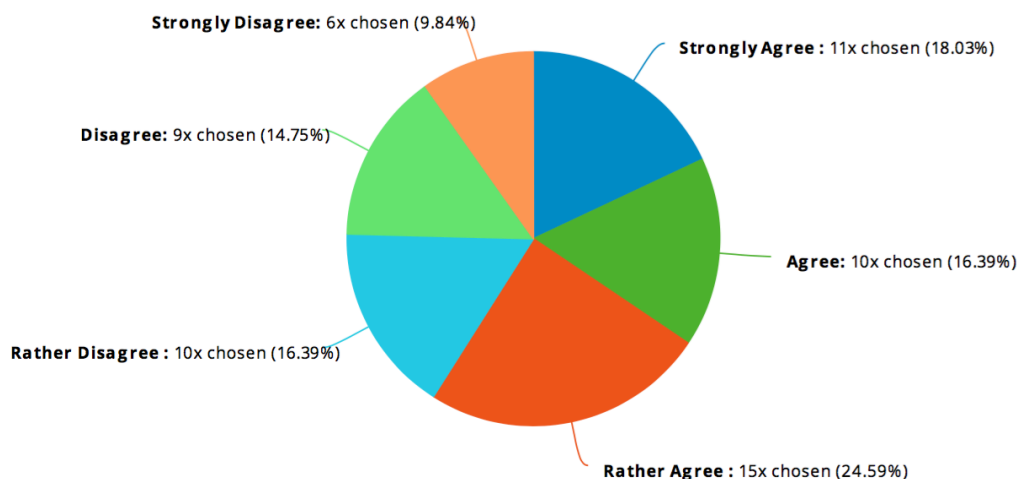
In order to get better elaboration on the impact of parents on individual career development, respondents were asked additionally two open-ended questions.

1) What do you think are your parents' expectations of your professional success?

60% of the respondents mentioned that parents express high expectations about their career choice and further development. Approximately 30% stated that parents care about their happiness, health and satisfaction in life; within this group, no particular parental expectations were revealed. The remaining 10% did not have a response to this question or did not know what are do their parents expect from them in terms of career success.

2) Do you think you would disappoint your parents if you weren't successful?

Here, 45% of the survey participants responded positively, 37% do not believe their parents would be disappointed and another 18% could not answer unambiguously.

In a statistical context, it is somewhat challenging to elaborate on the parental impact on the career development process. However, the survey results are representative and draw a good overview on this matter. Parents' participation may be more noticeable in the younger age,

whereas, adults prefer to make their decisions on their own and believe their personal judgment better.

4.3 Qualitative Research Results

Total of 10 interviews were conducted. As it was already mentioned, the respondents were selected with the convenience sample method. Each respondent has a unique personal background, acquires different skills and qualifications. Although this research does not focus on the gender differences in career choices, interviews were conducted with six female and four male respondents, which correspond to 60% and 40% accordingly. These gender distributions correlate with the results received from the survey. In a sample, people of different national and occupational background are represented. All respondents belong to different age groups from Baby Boomers to Generation Y. Importantly, the private information about the respondents as well as some personal information that was revealed during the interviewing will not be included in the study results.

Unlike quantitative research, qualitative methods enable to review individual receptions and connect them to the personality development assessment. The qualitative data analysis aims at investigating people's behavior, recognizing motivational patterns and understanding decision-making strategy. Moreover, the research task is to elaborate on the factor of parental influence on the career decision-making and determine the level of its impact.

4.3.1   Life satisfaction and happiness

First interview question concerns with the overall satisfaction in life and perception of happiness. This issue is relevant because it helps to understand the emotional condition of respondents and also provides the respondent with an opportunity of self-evaluation. Despite the fact that none of the questions in the questionnaire requires specific knowledge or preparation, it is not always easy to get a complete answer about self-perception for an interviewee.

Answering this question, five out of six female gave a robust positive answer, and confirmed that they are happy and satisfied with their lives. One of the respondents perceived her level of satisfaction in percentage range; therefore her current level is at 60%. This respondent explained that there are still a lot of goals to be achieved, and concluded that she considers herself a happy and positive person. Overall women stated there perceived view on personal satisfaction and happiness very confidently and with an emotional sentiment. Some examples of female respondents are: "Of course, I am a happy person. I always approve and accept my-

self"; "I consider myself a happy person, as all my life spheres are colored positively including career, family, everyday activities"; "Yes, I am completely satisfied with my life. I have almost everything I want and I have good living conditions". While men on the other side gave somewhat unclear answers like "I do not know," "I can not complain" or " Overall I am satisfied but not every day, of course."

In contrast to female respondents it may seem that men are not so satisfied or happy as woman are; however, it would be a false assumption. The explanation may be found in different emotional development level. Some women are generally more emotional than men. Nevertheless, here one should be careful not to create a stereotypical viewpoint. To the sources of happiness, respondents included: balanced lifestyle in terms of career family and health; good living conditions, wealth; self-acceptance and appreciation; food, shelter, freedom. Referring to the Maslow hierarchy of needs, ingredients of human satisfaction vary and come as from the basic needs level up to the self-actualization level.

Under happiness, every individual assumes different sets of conditions and feelings that bring them inner contentment. The measurement is a rather challenging task, as the ingredients of happiness are not always unified. The fact is that similar to intrinsic motivation, feeling of happiness is powered by the thoughts and general psychological balance. The external factors also influence the level of happiness. However, here one may argue that harmonized state of mine has more impact that success in achievement, for example.

In the recent studies, it has been argued that happiness has implication on the success and achievements. People who are happy are considered to have better health, are more prosperous, more socially engaged (Lyubomirsky, King, & Diener, in press).

4.3.2   Evaluation of educational performance

In regard to, school and university performance, ten out of ten respondents evaluated there performance as good, very good or excellence. Interestingly enough, that despite homogeneity in performance evaluation, different respondents highlighted different parts of school and university experience. The highlights may be informally divided into two groups: 1) one part emphasized the academic rewards (Merrits, Excellence Programs, Awards) 2) and the other part mentioned that the high scores and grades were not the primary goal, they enjoyed engaging into out-of-class activities, social life and private interests.

Comparative analysis of the detected groups mentioned above showed that the first group with the focus on the high score performance had experienced stress and pressure to some extent. These patterns followed in the later life in career development. The group where respondents focused on the social life and private interests did not feel stressed in the school/university period and continued following the same strategy in career.

Education is a pre-requirement for most well paid jobs. Therefore, entering an educational institution is a first step toward the career development. People develop new skills and evolve inborn abilities through the learning process. During educating in school, college or university one can observe the behavior patterns and competency orientation relevant to the future career development. According to the interview results, individuals maintained the goal setting strategy from school years to career development. Highly motivated and goal-oriented students tend to engage in entrepreneurial and leadership activities later in life.

4.3.3   Parental advice on career decision

According to the information collected with the interviews, one can conclude that there is an essential impact of parental advice on educational and career path. Indeed, all respondents mentioned that parents always share their experience and knowledge; however, it was still up to a person making the final decision. The directions and most importantly support plays an important role in the psychological and career development, especially in young age.

Overall advice from the significant others affected the majority of respondents to a certain degree; however there is no evidence that the decisions they made, later on, were base on the received advice exclusively. By passing on the experiences and knowledge parents and teachers help the younger generation to explore their options. Also, adults can see the potential and provide particular direction and this factor should not be underestimated. Giving an advice does not imply forcing an individual to make a decision, rather facilitation in a decision-making process. The support of parents and to some extent teachers also means assistance in developing individual skills and talents. Thus, one of the interviewees mentioned: "One professor in college took me aside and told me I should become a historian. To be honest, I do not think my decisions about what to study or what job to take were affected by any advice I have been given".

Another respondent declared: " Their (parental) advice, of course, affected my decision. In the end, it turned out to be not the right decision for me, but maybe, I also would have made this decision myself". This case demonstrates a high level of parental influence in a decision-

making process, however, did not result in a positive outcome. Indeed, as the respondent notices, he might have chosen the same. Further, another respondent stated: "Yes, my parents gave me advice on career choices, but my decision was not affected by parents' advice. The first work experience I gained in an industry that did not have the connection to the educational background. Now I have started working as a financial assistant and it is more closely related to my first major in finance and credit." Personal experience and competence became the significant drivers in career choice for this respondent.

The following comment on the parental influence: "My parents kindly let me make my own decisions and mistakes, but when its necessary and on my request - expressed their point of view and advised" supports the idea that parental say has an impact on decision-making especially in case of uncertainty. Sometimes children require a direction from their parents, it can be related to the specifications of the educational system.

In the Eastern Europe children graduate from school at the age of 16-17, at this age, not everyone has enough life/work experience. Therefore, assistance in the decision-making process from the significant others is needed. As one of the interviewees noticed:" In the country where I was born, children have to decide on their future occupation relatively early; after graduation one has to enter a university right away. My mom wanted me to become a doctor, that is why I went to the medical school, but later chose to study psychology." Even though, as it is displayed in this example, parental influence gave the first direction to a child, later on, the individual adjusted the decision with accordance to personal interests. Another respondent made a similar statement: "I do not remember any advice from my teachers. My parents, of course, gave me advice, which helped me to decide on the university." The parental impact is vividly present in the early stages of career development in the examples mentioned above.

Although some participants mentioned that parental influence played a significant role at the beginning of the career development, this is not 100% in all the cases. One interviewee communicated the following: "I made a choice of profession when I was 14 years old and never regretted it and never doubted it. My parents always supported me." Depending on the psychological development and understanding of own interests and goals, some individuals are able to make decisions autonomously.

The interviewee expressed an interesting perception: "When I grew up, I never received any career guidance, mostly those days people followed careers that could potentially make you a lot of money. There were not a lot of thoughts put into whether you would enjoy a job. Also, I

did well in accounting and at the time it was very popular to study Charted Accounting so my parents advised it would be the best direction for me to continue my future studies." In the beginning, she stated that parents never gave any career advice, at the same time she also concluded that her parents advised her to study accounting what she did in the end. The fact of parental influence is present, however, the respondent does not perceive this way. The social factor seems to overweight the impact from parents' side. The social factor seems to overweight the impact from parents' side. In this situation, the social element is the tendency to choose the career based on the prestige and monetary reward.

The explanation of such significant perception about the parental impact on psychological development can be found in fundamental studies by a developmental psychologist Bowlby, who defined attachment as a "lasting psychological connectedness between human be-ings"(1969, p. 194). Attachment to the mother figure seems to be the strongest, children are looking for attachment especially when feeling threatened or insecure (Bowlby, 1969).

4.3.4   Parental expectations

In line with career development theories, the outcome of the current study supports the no-tion that as individuals gains their own experiences and learn to understand own interests parental influence decreases. However, even in the adulthood people care about parents' sup-port and approval of their performance. The respondents showed the most appreciation to their parents when they provided the guidance and supported their choice even if it did not match with the expectation of the closest family members. Moreover, when children are fac-ing career decision-making problem at a younger age, they tend to follow their parents' foot-steps, which is often perceived as a secure way, due to the fact that parents generously share their experiences and can provide expertise in the area of competence.

In addition, respondents were asked whether they would disappoint their mothers and fathers if they were not successful professionally. The responses to this question all differ. Since there is little known about the individual family structure of each respondent, only general observa-tion can be presented. Most of the interviewees consider that their parents care deeply about their professional success. It might be not the first desire of parents that their children become executives and gain the highest status at work, first comes health and happiness. Indeed, as one respondent noticed: "It depends on what parents see as success. In my case, my parents will be disappointed if I do not live up to my talents and capabilities, but at the end of the day if they know I am happy they will be happy no matter what I do."

Ten out of ten respondents stated that they chose their career path. Although they followed advice give by the parents in the beginning, when it came to the final decision, they pursued the interest of their own. Depending on the level of relationship and attachments parental influence can have different power over the children. Also, some individuals hold strong autonomous attributes and are hardly affected by the opinions of others. On the other hand side, children with low self- confidence tend to seek support and approval from the significant others.

4.3.5   Career choice development

Following the interview analysis, one may conclude the difficulty in the career choice lies between aspirations, expectations and the actual opportunities and possibilities. Some of the respondents mentioned, "I would like my hobby to become my job". It is clear that most of the people are seeking to be occupied that brings then joy and fulfillment. Nevertheless, for the majority job is a source of earnings. For instance, the respondent who moved to Europe from South Africa had fewer opportunities to find a workplace according to primary interest due to the language barrier: "My current position is by far not a preferred position as I had too little choice after moving from South Africa and not being able to speak German."

Unfortunately, in the real world, people's desires do not always meet the opportunity for realization. Socio-economic factors and job market conditions often restrain from the possibility to choose occupation according to the primary interest.

4.3.6   Self-fulfillment at work

Self-fulfillment is another act of satisfaction. Respondents found it difficult to answer whether they are self-fulfilled at their jobs unambiguously. The prevailing trend among all respondents can be described as partial self-fulfillment. It is not surprising that most interviewees noticed that the feeling of self-fulfillment is not the same at all points in time. Indeed, as a few respondents mentioned, the job market is highly competitive and it is not always possible to find a dream job. The conclusion for the majority of respondents is they consider themselves rather self-fulfilled at their job. At the same time, some explain their choice of commitment to the current position, despite certain dissatisfies, with the necessity of stable income, difficulty to find other position taking into account professional experience and competence or the fact that negative aspects grade in comparison to the positive once.

The respondents' answers regarding willingness to change their career if possible split into three categories: 1) "yes, I would choose another career path"; 2) "no, I am happy where I am and what I do"; 3) as one of the respondents highlighted "what is career anyway? ", meaning that one can always change something that he or she does not like if it is needed.

Each job certainly has its positive and negative aspects. Among positive aspects, respondents mentioned the following: "I am indeed privileged to be in contact with students and to deal with them. I also enjoy the people I work with. People energize me and I feel there are too many people stressed about life and putting up this show of what society I also love motivating people (students and colleagues), and I can do this in any work situation where I am working with people-so this aspect is great!". This case gives an example of self-fulfillment through support to others, communication and knowledge exchange. The same respondent sated; " I also love educating and development people and teach part-time, so this gives me a lot of responsibility the I really like this and I want to impact their lives in a positive way." – it is linked to transcendence needs – help to self-actualize others, definitely this enhance self-actualization needs as well.

Despite several positive aspects at work: "broad specter of the banking field, a huge amount of development options, endless possibilities to learn something new" the respondent does not feel herself self-fulfilled. Unless an individual reaches the real goals, emotional self-fulfillment cannot be achieved. This corresponds to the cognitive level of needs when knowledge and meaning predefine self-awareness.

Following response received from a male respondent: "Yes, for the most part, I am satisfied with my job. It is manifold, challenging, I am rather independent in my decisions and I am working in a marvelous team". Here, the importance of independence, freedom in decision-making and job diversity is emphasized as a recipe for self-fulfillment.

Another respondent also underlined transcendence needs patterns: " A positive aspect is to help the client; you need to be in harmony with yourself, it is always useful quality." By helping others one can help him- or her and come closer to the feeling of happiness and recognition.

Further, the respondents were asked about the negative aspects of their jobs. Indeed, ten of ten respondents find several disadvantages in their currents occupation. Only four out of ten stated that they would choose another career path if there was a chance. Referring to the utility value of motivation some leniency toward the negative factors can be explained. Even if specific daily tasks do not bring sufficient satisfaction, but the job overall satisfies the essential

needs of a person and give the opportunity to achieve life goals he or she will not be seeking other position.

4.3.7   Individual motivation

As it was expected, the range of motivators is highly broad. Most common motivators are as follows: family and children, success and career achievements, interaction with and help to other people, meeting new challenges, fear of failure, self-fulfillment. Different motivators motivate different individuals, this thesis can be supported by Maslow's (1943) hierarchy of needs theory, Herzberg's (Herzberg, Mausner, & Snyderman, 1959) two-factor theory, Vroom's (1964) expectancy theory, Adams' (1965) equity theory, and Skinner's (1953) reinforcement theory. The respondents listed both intrinsic (motivators) and extrinsic (hygiene) factors. Motivation can not be defined by a single factor; it is always a combination of several factors.

Sometimes motivators parallel with life priorities of the respondent. For example, some priorities work and career and find the source of motivation in the performance, while others put family and help to others first. Such value ranking also affects the behavior in career decision-making. For instance, a male respondent who is motivated by his family and children the most, at the same time, is not completely happy with his job and considers it " boring and routine from time to time", does not see it as a valid reason to look for other employment, as long as he has enough of sources to provide his family. His priority is the family, so the expectations from work are rather simple - good salary and job security are sufficient enough to satisfy his needs.

4.3.8   Self-reflection: overachiever or not

One of the aims of the current study was to distinguish between underachiever and overachievers. It was assumed by the author that five out of ten respondents acquire characteristics of overachievement. This assumption based on the personal observation and knowledge about some education, career, life activities and achievements. Despite the premise, none of the interviewees confirmed that he or she considers him- or herself an overachiever.

However, those who were selected for the interviewing as overachievers noticed in their answers that family circle, friends, and colleagues perceive them as overachievers. The fact is that characteristics of an overachiever are extensive, research did not come to a single conclusion on the definition of what are the traits of an overachiever. Therefore, it is somewhat complicated to draw a particular conclusion.

Based on the performance analysis one may assume that the people with high expectation and willingness to get best results whatever it takes are related to the group of overachievers. Consequentially, such behavior pattern caused stress and emotional misbalance, which can also negatively affect physical health. Underachievers, on the other side, prefer to live to their talents and abilities, however not to set goals that are above their limits.

Interestingly enough, regardless whether a person can be characterized as an overactive or not, both types of individuals are capable of achieving the desired goals. The difference is that when a person does not center his or her attention on reaching the highest score or best result, instead makes out of situation given at a point in time, he or she can avoid unnecessary stress. While overachievers often live with a feeling of pressure, which can serve as a driving force to go beyond the limit and achieve more than expected, it can also be harmful, if the stress becomes constant.

4.3.9   Factors from childhood that influenced choices in the adolescence

Four out of ten respondents confirmed that family and parents are the most significant influencers, which shaped their decision in adulthood. The societal influence appears to have a substantial impact on career-related choices. It is worth to mention that who were born after the year 1990 do not feel such strong social affect and those that were born earlier (Twenge & Im, 2007). This dynamic can be explained by the change of social norms in the past decades. In the time of democracy (in most of the countries) conservative views lose their power, they were replaced by open-minded principals, which allow young generation to pursue their real interests without fear of societal judgment. Freedom of speech, freedom of self-expression and freedom of choice open up new opportunities for all. An excellent example to support the idea above in the respond of one interviewee who described the most influential factors that affected his choices in adult life is following: " Blues, Jazz & Rock'n'Roll. Later on: Django Reinhardt, Erich Fromm, Hermann Hesse, Rene Magritte...". The respondent is 58 years old, Austrian by nationality, with the background of sound engineering and now is working for an event management company.

The factors that respondents indicate are very diverse. The sources of career inspiration are not limited by the shared knowledge and experience of parents. "From my childhood, I remember watching influential people on TV, reading their interviews, as I just knew I would like to become someone who makes a difference in the world and society, no matter in what area of occupation. I also wanted to have a voice in my family and friends circle and in general." –

this example represents the strive to reach transcendence level and be able to contribute to the society through personal achievements.

Among many other factors personal achievements during childhood play an important role. Referring to the model of attainment (Sewell and Hauser, 1976) discussed in the literature review, individuals are likely to choose the occupation according to their interest and matching their capabilities, skills and personality types with the work environment (Holland, 1992; Schein, 1978).

4.4 Conclusion

To sum up, the research has proved that career choice is an important issue that most individuals face in life. It became apparent that decision-making process continues throughout the lifetime. Stages of psychological development reflect the interests and priorities and therefore choices that one makes. Parental support and advice giving have the most influence on the early decisions of their children. After sometime when individuals gain the experience of their own, the necessity in parental agreement decline.

Factors that exert career development include personal interest and capabilities, the situation on the job market, educational background, stability and security of a job path. Career development is an ongoing process. The data analysis indicates that one can adjust the career decisions to a certain degree at any point in time when the needs change or the shift in the initial interests occurs.

Concerning the sources of motivation, people are mostly driven by intrinsic factors, which create a feeling of self-fulfillment. Self-fulfillment and motivation define the life priorities of an individual. Understanding of own need facilitates the decision-making process and goal setting capability. The process of career development starts in the childhood. Therefore, the environment, socio-economic status, educational institution, family organization and observation of behaviors of significant others shape the future decision-making strategies.

To find an effective motivation approach can be challenging in term of intrinsic factor. Under intrinsic factors one understands inherent skills and abilities, thus, it is important to find an occupation that reflects intrinsic motives. There is way more flexibility when it comes to extrinsic motivation, in an organization setting monetary rewards, promotions and endorsements serve as effective motivation tools. However, the issue is how to maintain fair treatment and objective judgment of the employees' performance.

The complexity of human psychology requires careful repeated studies. Despite the fact, that every individual has a unique background, set of traits, interests and goals, a vast majority has very similar needs. For example, the satisfaction of basic needs such as food and shelter are essential elements in life for every individual. One start moving toward other need such love and belonging, self-actualization and transcendence need as soon as basic needs are fully satisfied.

5 CONCLUSION

Among many choices that an individual has to make in life, the occupational choice is one of the most important one. Due to the well-known fact that every working person spends 2/3 of his/her life at work, it is crucial to make a choice correctly. Another reason why this topic may be valuable for relevant stakeholders is the notion that the satisfaction at work directly impacts the overall productivity resulting in high performance. Thus, the career decision-making is fundamental to the individual well-being. Since 1900's and until present researchers and scientists are exploring the career choice process in developmental perspective. During the research, a wide range of observations was collected.

One may argue that career-making process begins already in the childhood. The experiences of the early years and parenting style reflected on the decisions made in adolescence. People make their decisions under the influence of a combination of factors that can hardly be unified. It became evident that parental authority plays a vital role during the early stages of career development. At the point when youngsters face the challenge of education or career choice the assistant from significant others in necessary due to lack of knowledge and experience and sometimes lack of understanding of personal needs and interests. This understanding becomes more comprehensive as one moves along the stages of psychological development.

Without a doubt, career choice is essential for every individual, the consequences of the career choice impacts the perception of self-fulfillment and overall happiness. Determining features of the career choice is a conjunction of individual interests, talents, and skill combined with other external factors like shared experiences of significant others and the opportunities in the job market. Competitiveness in a job market dictates the rules that stimulate people to adjust flexibly and rapidly. People tend to set very high goals and outperform, which led to an appearance of such term as an overachievement. Overachievers are often driven by fear of failure, which sometimes causes additional stress and dissatisfaction. Although, it is natural for every intelligent person to set new goals, at the same time one should be able to dedicate time for private life and the interests not related to the job.

What motivates people in life serves as a driving force in the decision-making process. Different people pursue different goals in life. For those who are highly focused on the career progress, self-fulfillment becomes an essence. Others can be satisfied with less as long as the job

provides the sources for the family, hobbies, traveling, etc. Although, it is challenging to define the measurement factors for happiness some trends determining the level of satisfaction can be determined. The success in the area of occupation as a part of self-fulfillment is definitely one of the things that people tend to care a lot about.

The current study contributes to the existing knowledge in the field of psychological development and career decision-making. Here the importance of career choice is emphasized along with the influence of various factors that shape the personal growth. The results of the data analysis presented evidence of strong parental influence on both psychological and career development. Nevertheless, familial factor serves a role of facilitation in various decision-making processes. The study reveals that the role of teachers and mentors does not have a significant effect on the career decision. However, educational background is one of the core determinants when choosing a career path. More importantly, the outcomes of the study argue that intrinsic factors predetermine the direction of personal choice, as well as the execution of achievement-related goals. During the research, special attention was drawn to the personal sources of motivation, happiness and self-fulfillment. It became evident that people perceive themselves as self-fulfilled the most when the achievement results meet their expectations. Intrinsic motivators seem to be of high significance to the majority of respondents, especially when basic needs are fulfilled.

5.1 Limitations

Although the study gave an overview of the topic and the research aims were met, there are some unavoidable limitations. The limitation of this thesis is a short research period, as well as a limited sample size.

The research instruments applied in this study were carefully designed, however, some results can be biased due to the convenience sampling, which does not allow to make the assumptions about the population overall. The data analysis and measurement tools can have some hidden bias. For instance, in the analytical process specific factors can be unrecognized. The exploratory character of the study implies in-depth investigation of an issue, however, it seldomely provides practical solutions.

Last but not least, the data interpretation is subjective as it was done by a single person, therefore can reflect limited perception. For the future reseach it seems to be reasonable to invite expect opignions from psychologists and well as representatives from different industries.

5.2 Future research

The current study has a potential for serving as a basis for further exploration. In could be interesting to investigate the other factors that can have an influence on the psychological development and career-making choices, such as role models, influential or public figures, popular trends as an example.

This research was done from the perspective of the employees. Further research can be done from the perspective of the industry to evaluate the recognition of the career choice topic among employers and how they deal with the issue.

Also, focus on the gender differences in career choice can be explored more extensively. For example, how and what industries do women choose in comparison to men and why. Testing for stereotypes within generations is another possible topic to be explored.

This study focused primarily on the factors that facilitate the career decision-making process leaving the room for the investigation of the factors that can cause challenges in both career decision and development. For instance, limited opportunities for job seekers, lack of education or professional experience.

Furthermore, it can be interesting to research the impact of the challenges faced during the career development of the emotional and physical health.

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APPENDICES

Appendix 1: Interview questionnaire

Interview Questionnnaire

Thank you very much for Your participation in this research project.

The purpose of the study is to is to analyze and describe influences that shape human individuality in the childhood and how they impact career choices in the adulthood.

Please, take your time to give a prompt reply to all the questions below, please try to be as detailed as possible.

1. Please briefly tell about yourself. Please mention your age, gender, family status and job occupation.
2. Are you overall satisfied with your life? Do you consider yourself a happy person? Please, elaborate.
3. How would you describe your performance at school/university?
4. Did your parents/teachers give you advice on schooling or career choices? Were your decisions affected by their advice? How exactly (in what manner)?
5. Did you follow your parents steps or went your own way in career?
6. What do you think are your parents' expectations of your professional success?
7. Do you think you would disappoint your parents if you weren't successful?
8. What motivates you the most in life?
9. Do you feel self-fulfield at your job? Please elaborate on positive and negative aspects of your career path.
10. If you had a chance, would you choose another career ?
11. Would you describe yourself as an overachiever? Would others say so?
12. Name the most significant influence factors from childhood that affected your choice in adolescence?

Appendix 2: Survey Results (Frequency Table)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	1	1.6	1.6	1.6
	20.00	2	3.3	3.3	4.9
	21.00	2	3.3	3.3	8.2
	22.00	4	6.6	6.6	14.8
	23.00	7	11.5	11.5	26.2
	24.00	5	8.2	8.2	34.4
	25.00	4	6.6	6.6	41.0
	26.00	3	4.9	4.9	45.9
	27.00	2	3.3	3.3	49.2
	28.00	3	4.9	4.9	54.1
	29.00	1	1.6	1.6	55.7
	30.00	2	3.3	3.3	59.0
	31.00	1	1.6	1.6	60.7
	32.00	3	4.9	4.9	65.6
	33.00	1	1.6	1.6	67.2
	34.00	1	1.6	1.6	68.9
	35.00	2	3.3	3.3	72.1

Please, indicate your age

36.00	1	1.6	1.6	73.8
40.00	1	1.6	1.6	75.4
41.00	1	1.6	1.6	77.0
43.00	4	6.6	6.6	83.6
45.00	1	1.6	1.6	85.2
49.00	3	4.9	4.9	90.2
50.00	1	1.6	1.6	91.8
55.00	1	1.6	1.6	93.4
58.00	1	1.6	1.6	95.1
63.00	1	1.6	1.6	96.7
67.00	1	1.6	1.6	98.4
69.00	1	1.6	1.6	100.0
Total	61	100.0	100.0	

Appendix 3: Factor Analysis (excl. "My parents always took an active part when choosing education or career path" variable)

Component Score Coefficient Matrix

	Component					
	1	2	3	4	5	6
Do you consider yourself competitive?	.077	.187	-.124	-.190	.230	-.010
You have a high sense of time urgency?	.081	.089	-.151	-.188	-.316	.079
Are you detail oriented?	.068	.094	-.389	.050	.360	.112
I've often felt like the black sheep and rarely fit in with my peer group	.042	-.190	-.109	.412	-.225	-.068
No matter how much I achieve, it never feels like it's enough.	.140	-.022	.015	.078	-.133	.069
Being in service to others is my greatest source of fulfillment	.068	.113	-.252	.335	.172	-.259
I rarely conform to parental expectations or social norms.	.004	-.190	.104	-.168	.363	.588
I am bursting with ideas, passions and talents, but never enough time	.062	.039	.339	.307	.207	-.029
I am a trailblazer and wish that I could make results happen yesterday	.125	.041	.017	-.010	-.129	.180
I am highly perceptive, highly sensitive, and highly creative	.075	.072	.331	.098	.311	-.126
I'd rather die before I quit	.116	.044	-.017	-.269	-.003	.108
I regularly feel overwhelmed or burnt out by my stressful fast-paced life	.094	-.141	.111	-.171	.177	-.405

I love to learn new things	.081	.209	.041	.270	.124	.143
I expect so much from myself. I'm so hard on myself when I fail or make a mistake.	.135	-.039	.060	-.056	-.042	-.074
Because I am hyper self-sufficient, I'm often under-supported at work, school, or home	.102	-.048	-.062	.177	-.201	.142
I pressured myself to succeed more than my parents pressured me	.124	-.016	.023	-.256	-.158	-.297
I've achieved great success, but often at the cost of my health, happiness or freedom	.099	-.191	-.015	-.130	.128	-.235
Every time I achieve a major milestone, I wonder, "What next? Is this all there is?"	.129	.045	.141	.034	-.225	.359
I feel self-fulfield at my job or area of occupation	-.054	.222	.237	.003	-.281	-.097
I consider myself a happy person	-.031	.264	.034	-.206	.045	-.059
Extraction Method: Principal Component Analysis. Component Scores.						