Dagmara KOWALIK, Ladislav RUDOLF, Josef MALACH

Impact of the Family on Educational & Professional Preferences of the Students from the Pedagogy Faculty in Poland and the Czech Republic

Wpływ rodziny na edukacyjne i zawodowe preferencje studentów pedagogiki w Polsce i Czechach[1]

Key words: family, values, attitudes, educational preferences, choice of the profession, professional development, continuing education.

Słowa kluczowe: rodzina, wartości, aspiracje, rozwój zawodowy.

Streszczenie: W artykule przeanalizowano i zbadano wpływ rodziny na preferencje edukacyjno-zawodowe i całożyciową edukację studentów z Polski i Czech. Scharakteryzowano system kształcenia w Polsce i Czechach oraz możliwości rozwoju zawodowego i kariery. Na podstawie wyników badań przedstawiono aktualną diagnozę stanu i stwierdzono, że styl wychowania i postawy rodziców kształtują osobowość dzieci i mają istotny wpływ na ich wybór zawodowy. Młodzież pragnie osiągnąć wyższe wykształcenie niż ich rodzice i wyższy status społeczny. Dobre wzorce i postawy rodziców (odpowiedzialność, pracowitość, uczciwość) motywują dzieci do nauki i pracy. Zainteresowania wyniesione z domu rodzinnego (opiekuńcze, czytelnicze, społeczne) wpływają na wybór zawodu pedagoga i wykonywanie pracy w tym zawodzie. Studenci z Czech i Polski nieustannie kształcą się i podnoszą własne kwalifikacje zawodowe. Polacy najczęściej wybierają kursy, szkolenia i studia podyplomowe, natomiast Czesi studia magisterskie oraz kursy zawodowe.

Introduction. The choices and professional decisions made by a human are conditioned by many direct and indirect factors. Among the direct factors, the decisive role is played by the family and the value system taken out of home. It is the family environment that is one of the main impulses (A. Matczak, 2003) affecting educational

---

[1] Przedruk W: J. Bojanowicz, K. Ziębakowska-Cecot (red. 2018) *Przygotowanie nauczycieli do nowych wyzwań edukacyjnych. Problemy współczesnej edukacji.* UTH, Radom.

choices and professional development. The article refers to the theory of A. Roe, who states that the period of early childhood exerts a significant influence on the whole life of the individual (A. Roe, 1956). Attitudes, patterns of behaviour or the style of education preferred in a family home significantly affect the choice of education path, professional preferences, improving the child's qualifications or performing work.

The publication is based on the research of Polish authors, among others: E. Sałata, D. Kowalik, N. Bednarczyk-Jama, and Czech author – J. Malach.

Based on the concept of professional development, among others, A. Bandura, A. Roe and D.E. Supera and the research done by H. K. Paa and W. H. McWhirter as well as S.C Whiston and B. K Keller, an original research tool (questionnaire) was designed and the authors verified the opportunities of educational and professional development of youth from Poland and the Czech Republic and the influence of the family environment on their choice of educational and professional preferences.

Family vs. Educational & Professional Choices. The family is the first and the most important environment from which the child draws knowledge and thanks to which (s)he acquires attitudes and behaviours, develops interests, abilities and passions. Moreover, the child gets information about professions, learns how to fulfil social roles, how to create a hierarchy of values related to personal life and work. The child is brought up through work and through preparing to future work. With the family, a human is bound in the most durable and strongest way. Family relationships are permanent and important, and parents have a big impact on the educational and professional life of children.

Based on theories related to professional development, among others, A. Bandura, E. S. Bordina, D. E. Ginzberg, A. Roe, D. E. Super, J. Holland, it is possible to determine factors of the professional development of an individual in the internal and external context related to subjective and objective conditions. D. E. Super (1972) indicates in details the determinants of professional development and lists the factors: role (growing up to professional and social roles), personal (interests, values, personality) and situational. Situational factors affecting professional development include, among others: the socio-economic position of parents, religious beliefs, the atmosphere at home, parents' attitudes, and the value system.

A precursor of the theory of the family's influence on the choice of a profession is A. Roe (1956), and today the topic is dealt with by S. C. Whiston and B. K. Keller (2004). The results of their research have shown that both variable family structures (e.g. parents' competitions) and family (e.g. warmth, support, attachment, autonomy) have an impact on educational and career preferences and a lifelong learning. The aforementioned authors state that professional preferences are shaped to a large extent already in childhood and in the family, and the choice of a profession is derived from family experiences. Professional development made by the individual is similar to this one used by parents: educational attitudes, style of education, interests taken out of

home (D. Kowalik, P. Sodel 2015). Parents are the first advisers in choosing the path of education and profession, and their role is to supplement the activities of the vocational counselling centre.

Referring to the above theories and research, it is necessary to analyse the educational models prevailing in Polish and Czech families (styles, attitudes, behaviours, values) to be able to examine and determine: factors influencing educational decisions, educational and professional preferences and forms of education of Polish and Czech youth.

Analysing the styles of education, it is possible to say that the most frequently used styles are the following: democratic, autocratic, liberal (K. Lewin, R. White and R. Lipitt, 1939), (M. Łobocki 2005, p. 312) and inconsistent so-called occasional (Przetacznik -Gierowska, Włodarski, 2002, p. 445). In a properly functioning family, parents wish to be both friends and partners to bring their children up the best. The democratic style consists in making parents contact with children, enabling them to make decisions in family matters, and referring to their independent activity. Parents encourage their children to make decisions, teach them how to be prepared for the opinion of the others. The emotional bond of a child with parents is strong. A characteristic feature here are positive feelings, trust, sympathy and kindness. The requirements are adapted to the child's ability. (S)he knows the scope of his duties and tasks that were not imposed on them, but which they voluntarily accepted. In this style, rewards are used as educational measures, parents use persuasion, the explanation of inappropriate behaviour, and refer to the child's feelings. (M. Łobocki, 2005, p. 312). The autocratic style is conservative and is not very desirable from a pedagogical point of view. It is characterised by a large distance between parents and their children. Parents (autocrats) do not recognise or tolerate the child's slightest objections, and all decisions are made by the parents, without taking into account the child's opinion. Education can take forms of strict supervision and reveal kindness to the child, while maintaining active and systematic control over his or her actions. The autocratic style of upbringing does not allow to achieve positive effects in the area of education of the child's personality. A child brought up in this model takes over the behaviour patterns from parents. (S)he behaves despotically towards colleagues, or in some cases becomes intimidated, unable to act independently. Such upbringing results in continuous parental orders and commands. There may be child rebellions against constant compulsion and aggressive behaviour towards their family (Ibidem, p. 313). The liberal style consists in leaving the children to themselves, not interfering in their affairs, tolerating antisocial behaviour. In the case of a drastic violation of social norms by the child, the parents smoothly intervene and justify him from the environment. This style creates the conditions for the free activity and spontaneity of a child, who occupies the highest position in the family. The parents satisfy his / her whims. The child has problems with getting rid of the acquired egocentric behaviour that has been acquired for years and, consequently, it is difficult to adapt to cooperation with a peer group. Parents assume that the child should be given complete freedom, do not inhibit his activity and spontaneous development, it is enough to create him the right conditions to play, and later to learn, you must satisfy his material needs, surround the child with tenderness and love, which will

that his interest in various matters will be shown when the child demands it. (Ibidem, p. 1313). The inconsistent style is characterised by the variability and randomness of the impacts on the individual, the parents react extremely to the actions of their children. Sometimes they do not pay attention to their behaviour, sometimes they punish them severely. They show the child tenderness and interest in them, to be indifferent or even hostile towards him later. Parents often use promises that they cannot keep or give them undeserved gifts. Such action causes the child a sense of harm, teaches him to be interested, selfish. The child systematically feels lonely, because (s)he cannot find a permanent support in the people closest to him / her. It loses respect for the parents, who cease to be an authority for the child, because it is not possible to raise a child from time to time. In the case of several children it even leads to feelings of uncertainty, fear or aggression (M. Przetacznik-Gierowska M., Z. Włodarski, p. 45).

In the described upbringing models, the parents use a variety of attitudes towards children. According to M. Ziemska, an educative attitude is a fixed, acquired cognitive – aspirational – affective structure, guiding the behaviour of parents towards the child. The author distinguishes proper attitudes (cooperation, acceptance, reasonable liberty, recognition of children's rights) and inappropriate (avoiding, rejecting, over-protecting, excessively demanding) (M. Ziemska, 2009, p.54). The formation of parental attitudes is influenced by the needs, information, local environment, personality traits, experience, and emotional processes.

For A. Roe, the basic concept of posture is the "warmth" and "coolness" of mothers and fathers towards children. The researcher distinguishes six parental attitudes: neglectful, overprotective, avoidance, authoritarian, lack of orientation and guidance, and a loving one that influences the choice of a profession. In the author's opinion, the caring and authoritarian attitude is conducive to the child's attitudes towards people. Using an attitude of avoidance or incomplete acceptance gives children the choice of technical professions focused on things. If the parents are emotionally focused on the child, he or she is free, e.g. artistic. The children accepted and loved by parents choose professions combining personal and interpersonal aspects of life (e.g. teaching). Table 1 presents the influence of parental educational attitudes on the choice of occupation based on the theory of A. Roe.

The aforementioned styles and attitudes of education are factors that play a significant role in the process of shaping the personality of the child and preparing them for educational and vocational choices. The atmosphere that prevails in the family home is also important. Behaviours, character traits of family members, values cultivated in the family home, which largely determine children's actions, including the choice of educational and professional path.

When planning and taking up professional work, young people become responsible for themselves and their decisions. They get more confidence. They choose a trusted group of friends and friends whom they can rely on. It is thanks to the family in a certain way that they perceive the surrounding world. To a large extent, it owes them what life and professional path they will choose in the future.

Table 1. Influence of parents' attitudes on the choice of a profession based on A. Roe's theory

Educational attitude of parents	Features of children	Danger factors	Choice of a profession
Neglectful	psychomotor anxiety, lack of emotional control, strong desire to satisfy the need to accept and belong to a group	self-negation	casual, frequent changes, lack of crystallized professional interests, lack of purpose
Overprotective	lack of initiative, passivity or withdrawal of contacts with the environment, inability to form opinions and judgments, strong need to have a "managing person", lack of awareness of one's own professional preferences	lack of faith in own skills and "fear" before making independent choices, making decisions	often made by "others", because of the ability to recognize your own abilities and interests, you run the risk of losing your job; frequent change of profession
Avoidance	feelings of uncertainty, loneliness, low self-esteem, complex inferiority, ambivalent attitude, fear of rejection; children often choose loneliness and social isolation	removal to the margins of social life	they often hesitate when choosing an educational and vocational path, they often remain on the margins of the work environment, are at risk of losing it, and are often victims of social and professional groups; they are good employees, but they rarely achieve professional success
Authoritarian	impaired identification and sense of identity, understated self-esteem, guilt, attitude towards failure, learned helplessness or provocative behaviours	strong rebellion against parents' domination and lack of recognition	according to the will of the parents or the choice of "angry parents", lack of ability to reflect on their own, choices ill-conceived
Lack of orientation and guidance	lack of trust in one's own choices, possibilities and abilities, difficulties in making choices, making decisions, life uncertainty, loss of orientation in the world / environment	loss of dreams, morbid fear of making a career / educational decision	frequent change of profession or work environment, inability to rationally assess the level of performed professional tasks, fear of taking responsible positions; disturbed interpersonal contacts at work
Loving	openness to interpersonal contacts, readiness to make difficult decisions and choices, accentuation and manifestation of one's individuality, interests and abilities, courage in life	lack of detailed dangers	rational choices result in boldly made professional and educational decisions; good social contacts in the workplace, the ability to assess one's own abilities and achievements

Source: Gariner I., Kania I., Kudanowska E., Paszkowska-Rogacz A., Tarkowska M.: *Materiały metod-yczno-dydaktyczne do planowania kariery zawodowej uczniów. Podstawy rozwoju zawodowego młodzieży* [Methodical and didactic materials for planning students' careers. Basics of professional development of young people]. KOWEZiU, Warsaw 2006.

Characteristics of Polish and Czech education and professional development system. The educational and professional development of a person is correlated with a number of educational processes: formal (school system), informal (out-of-school) and

non-formal. Formal education takes place in various types of educational institutions and leads to a recognized diploma and qualifications.

In the Czech Republic, the school obligation is directed to children aged 6, whereas in Poland – children aged 7, whose education lasts up to 15 (Eurydice, 2011). Education includes learning in a 9-year elementary school (Základni škola) with 2 grades: first 5-year degree and 2nd-year second degree. Secondary education includes middle school (4 years on the foundation of elementary school or 8 years on the foundation of the first level primary school). The student can choose secondary vocational schools preparing for the A exam *(Matura)* and professional work, including studies at tertiary level and 2-year basic vocational schools. Tertiary level refers to art education *(Konservator)*, higher vocational schools, university and non-academic higher education (at the undergraduate and graduate level) and doctoral studies.

The legal basis of the educational system are:
• framework curricula,
• core curricula,
• school curricula,
• educational standards,
• transfer point system for students.

In Poland, 8-year primary schools form the basis of education. Since 2017, the reform of the educational system has assumed the elimination of junior high schools *(Gimnazjum)*, to which recruitment is no longer taking place. After completing elementary school, the students can choose the following types of schools: 4-year general secondary school, 5-year technical secondary school, 3-year vocational school (first degree), 2-year vocational school (second degree). At the tertiary level, education concerns two-level (3 year Bachelor degree, 2 year Master degree or 3.5 year Engineer degree and one-year Master degree) studies or a single 5-year program as well as doctoral studies.

Obligatory educational standards are the following:
– core curricula, exemplary curricula, author's programs, list of allowed textbooks,
– standards of education in higher education institutions,
– external matriculation examinations and confirming professional qualifications,
– assessment of the quality of school work, accreditation of higher education institutions,
– transfer point system for students.

The educational system in Poland and the Czech Republic is related to the ISCED 2011 International Standard Classification of Education, and it is assigned to 9 levels of education. It includes the European Qualifications Framework (EQF) and the National Qualifications Framework (PQR).

Informal education usually does not lead to the acquisition of a formal diploma, because it takes place outside the official educational system. It is goal-oriented and systematic in terms of learning goals, time and means of teaching (H. Hinzen, E. Przybylska, M. Staszewicz, 2005, p. 327). Extracurricular forms of education include:

improvement and specialist training courses and trainings; seminars and conferences, workshops, lectures; teaching using multimedia techniques; distance learning – e-learning; postgraduate studies; internships and apprenticeships (also appearing in the school system). The training services market is most often created by institutions offering training according to professions / specialties or by economic sectors. The following segments offering training services can be distinguished: private Polish companies; foreign network companies; academic centres; public training institutions (among others: labour offices, Practical Training Centres, Continuing Education Centres); scientific-research institutions; centres for training, further education and staff improvement.

Incidental education lasts a lifetime, is unstructured and unorganized, does not lead to obtaining a certificate, it happens rather accidentally, casually. An important pillar of education is also self-education, which, as noted by Aleksander (2009, p. 210), is the basis for permanent education. Its essence is the cognitive independence, which shapes the individual educational process, most often directed at acquiring messages that is why the main forms of self-education in this sense become reading and listening to information.

Methodological assumptions of the research. The subject of the research is the perception of educational and professional decisions of students from Poland and the Czech Republic in the context of the influence of the family environment (parenting style, parental attitudes, values, parents' requirements).

The aim of the research was to examine the impact of the family environment on the educational and professional preferences of students from Poland and the Czech Republic.

The main research problem was the following: *What influence does the family have on the educational and professional decisions of the youth from Poland and the Czech Republic?*
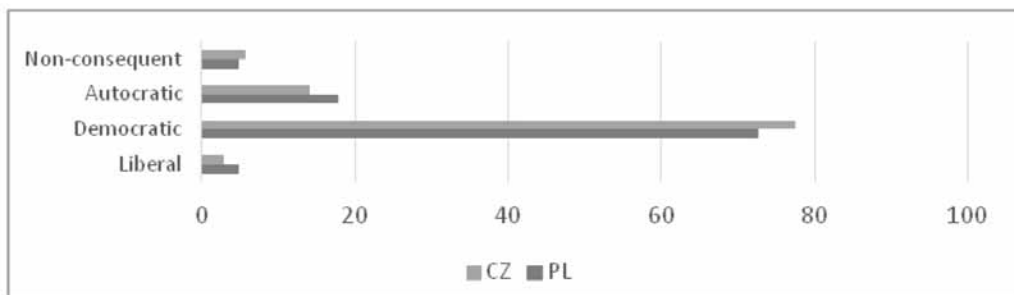
Detailed problems were identified as the following:
a) What upbringing style and attitudes influence the independent choice of the educational and professional path of young people from Poland and the Czech Republic?
b) What system of values, interests and features acquired at home affect the satisfaction and development of educational and professional youth from Poland and the Czech Republic?
c) What forms of self-education are chosen by students from Poland and the Czech Republic in order to raise their own professional qualifications?
d) What are the barriers to further learning?

The research was carried out in 2018 on the basis of the diagnostic survey method, with the use of the survey technique. The research tool was the author's questionnaire containing, among others, closed, open and selection questions. Respondents included 120 students of Pedagogy – from Poland 81 people and 39 students from the Czech
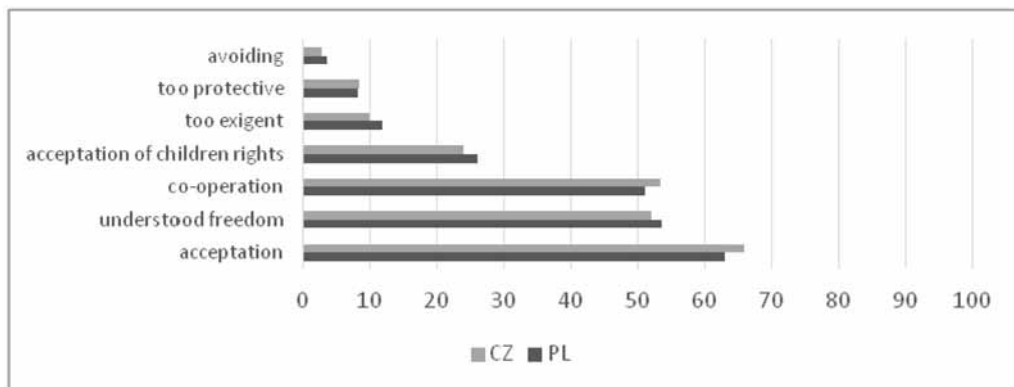
Republic aged 19 to 41. The respondents included 94% women from Poland and 96% from the Czech Republic and 6% men from Poland and 4% from the Czech Republic. The stationary students accounted for 74% of respondents (Poland) and 82% (Czech Republic), non-permanent students 26% (Poland) and 18% (Czech Republic). The professional status of students is 51% (Poland) and 41% (Czech Republic) was identified as working people.

Analysis of the influence of upbringing style and educational attitudes on educational and professional preferences. The most often used upbringing style, both in Polish and Czech families, is a democratic one (72.62% PL, 77.46% CZ) (Figure 1). The rest of styles are in minority: autocratic (17.86% PL, 14.08% CZ), non-consequent (4.76% PL, 5.63% CZ) and liberal (4.76% PL, 2.82% CZ).

Fig 1. Upbringing style preferred in Polish and Czech families

In Polish (63%) and Czech (66%) families the acceptation attitude is used the most often (choice of 3 most important preferences.

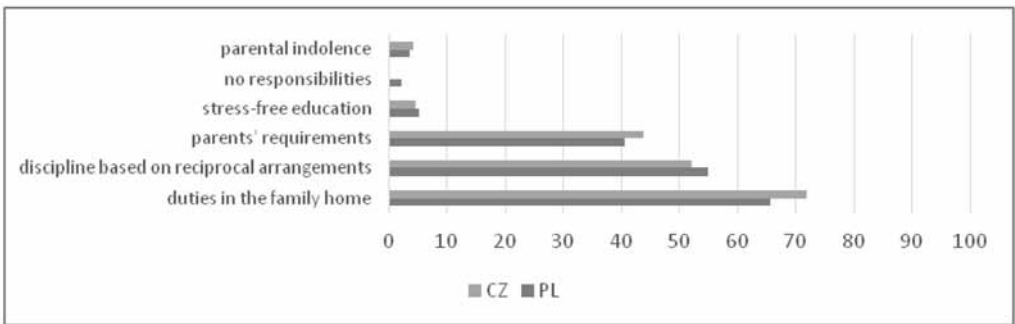**Fig 2. Educational attitudes preferred in Polish and Czech families**

A strong attitude was also applied to: understood freedom (53.6% PL, 52.1% CZ), co-operation (51.1% PL, 53.5% CZ), acceptation of children's rights (26.2% PL, 23.9

CZ). To a lesser extent, parents use an excessively exigent attitude (11.9 PL, 9.86 CZ), excessively protective (8.3 PL, 8.5 CZ), avoiding (3.6 PL, 2.8 CZ) (Figure 2).
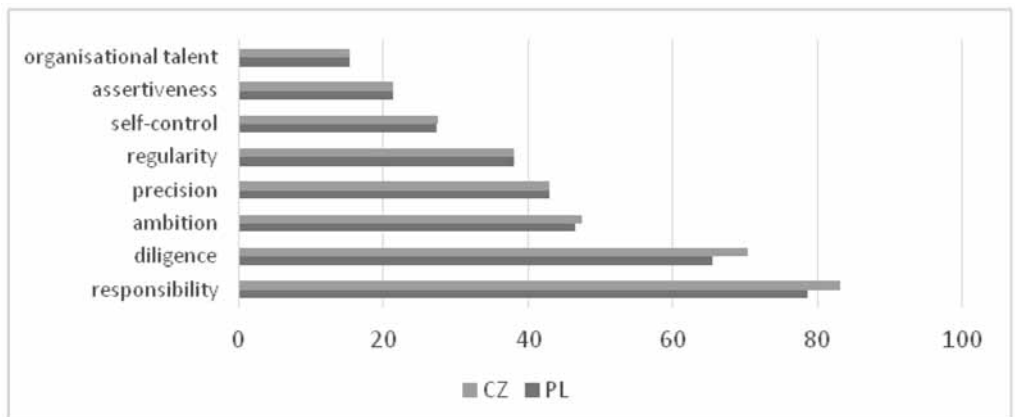
Analysis of behaviours preferred in families and features taken out of home. Among the behaviours (choice of the 3 most important) preferred in the family home, which influenced educational decisions and professional development, the respondents most often mentioned: duties in the family home (65.5% PL, 71.8% CZ), a discipline based on reciprocal arrangements (54, 8% PL, 52% CZ) and parents' requirements (40.5% PL, 43.7% CZ). A very small percentage of respondents noted stress-free education (5.1 PL, 4.6 CZ), no responsibilities (2.1 PL, 0% CZ) and parental indolence (3.6 PL, 4.2CZ) (Figure 3).

Fig. 3. Behaviours preferred in Polish and Czech families, which influence the educational & professional decisions

Educational and vocational development was also influenced by behaviours (features) acquired in the family home (Figure 4).

Fig. 4. Behaviours acquired in Polish and Czech families, which influence on educational & professional development

Among the behaviours acquired in the Polish and Czech families influencing the educational and professional development, the respondents ranked to the greatest extent: responsibility (78.6% PL, 83.1% CZ), diligence (65.5% PL, 70.4% CZ), ambition 46.4% PL, 47.9% CZ), precision 42.9% PL, 46.5% CZ), regularity (38.1 PL, 38 CZ), self-control (27.4 PL, 27.7 CZ)), assertiveness (21.4 PL, 21.1 CZ), organizational talent (15.5 PL, 9.9 CZ).

Research results of the students already working in the pedagogue profession are very encouraging. In an open question, they expressed their opinion on why they think the family influenced their choice of education path and the pedagogue's profession. Most of them (75.6% PL, 75.2% CZ) answered, among others, that they: look after the others like their mother; comes from large families, where support and help is commonplace; everyone in the family tried to get a university degree; I have a large family and I love working with children, I had a lot of support and motivation from the family, I get inspiration from home, a large part of the family was teachers, showing affection for other people was the most important thing.

Analysis of values and interests transferred in the family home. Respondents indicated the values passed in the family home (Figure 5) and interests taken out of the family home (Figure 6).

Among the values (choice up to 8 preferences) transferred in the family home, the following were the most important for satisfaction and professional development: responsibility for oneself and others (70.2% PL, 74.65% CZ), diligence (58.3% PL, 60.6 % CZ), honesty (44% PL, 47.9 CZ), education (41.7%, 40.8% CZ), independence (33.3% PL, 35.2% CZ), obligatory (34.5%) PL 36.6 CZ), a sense of security (27.4% PL, 29.6% CZ), financial independence (26.2% PL, 23.9% CZ), truthfulness (26.2% PL, 26.8 % CZ), tolerance (26.2% PL, 25.4% CZ).
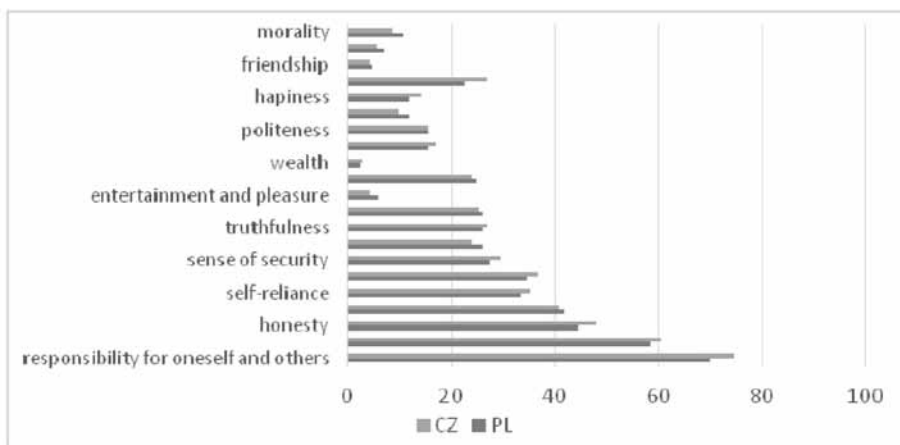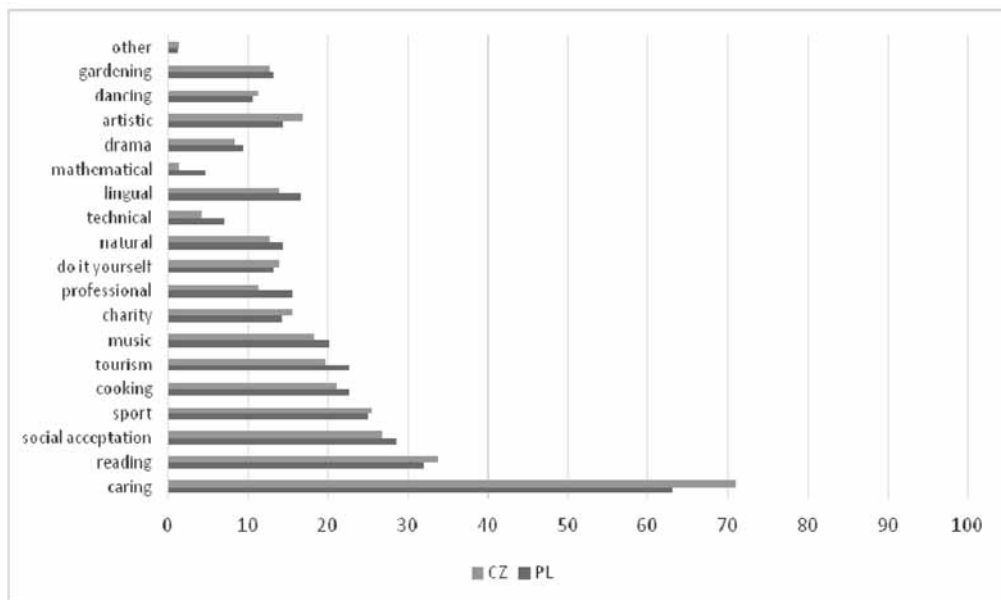

Fig. 5. Values passed in the family home influenced on satisfaction and educational & professional development

Respondents indicated interests (choice of 8 most important) taken out of the family home influencing the choice of educational path, satisfaction and professional development, to which they included: caring (63% PL, 71 CZ), reading (32% PL, 33.8% CZ), social (28.6% PL, 26.8% CZ), sports (25% PL, 25.4% CZ), culinary (22.6% PL, 21.1% CZ), tourist (22.6%) PL, 19.7% CZ), music (20.2% PL, 18.3% CZ).

Fig. 6. Interests passed in the family home influenced on satisfaction and educational & professional development

Analysis of factors and educational & professional decisions. The respondents stated that their choice of education (choice of 8 preferences) was influenced by their own choice (86.9% PL, 87.3% CZ), their own interests (61.9% PL, 61.97% CZ), values taken out of the family home (30.95% PL, 32.39% CZ), upbringing style (26.19%, PL, 25.35% CZ), parents' attitudes (23.81% PL), 23.94% CZ), interests raised from home (21.4PL, 25.4 CZ). To a lesser extent: the situation on the labour market (19 PL, 11.3 CZ), suggestions of friends (15.5 PL, 15.5 CZ) (Figure 7).

76.2% of Polish youth and 78.9% of Czechs wish to have higher education than their parents. They would also like to achieve a higher degree of satisfaction and career than their parents: 82.1% PL, 84.5% CZ.

Among the main reasons for taking up studies in pedagogical studies, Polish and Czech youth included: their own ambitions (76.2% PL, 77.5% CZ), better prospects for finding a job (69.05% PL, 69.01 CZ), developing their own interests (52.38% PL, 54.93% CZ), raising own social status (51.19% PL, 47.89% CZ), better wages (34.52%, 30.99% CZ) (Figure 8).
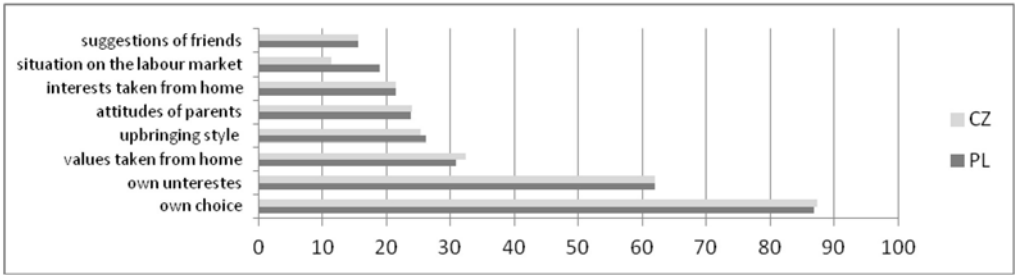
Fig. 7. Factors influencing educational & professional decisions of Polish and Czech youth
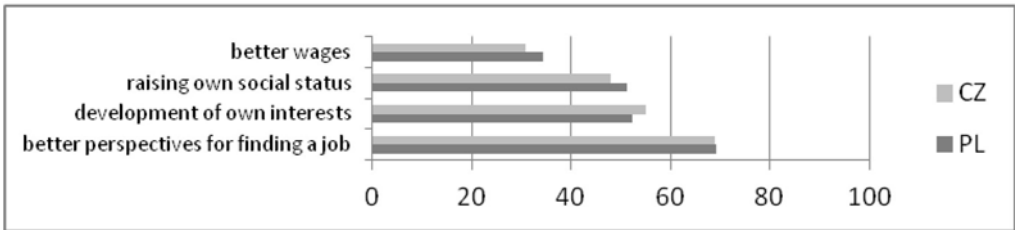

Fig. 8. Reasons of educational decisions of Polish and Czech youth

Analysis of forms of self-education, education and barriers in continuing education of Polish and Czech students. Students from Poland and the Czech Republic indicated: reading literature (63% PL, 62% CZ), Internet (61.9% PL, 59.2% CZ), mass media, such as film, radio, television (44% PL, 47.9% CZ), listening to lecturers, etc. (44% PL, 42.3% CZ), discussing (39.3% PL, 39.4% CZ), trips (tourism, visiting museums, exhibitions) (33.3% PL, 36.6% CZ), observation and own research (33.3% PL, 35.2% CZ), participation in conferences (16.7% PL, 11.3% CZ) social activities (8.3% PL, 8.5% CZ) (Figure 9).
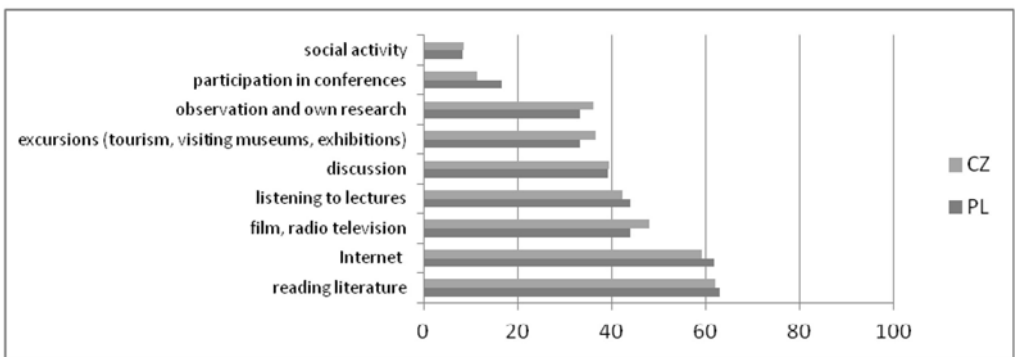

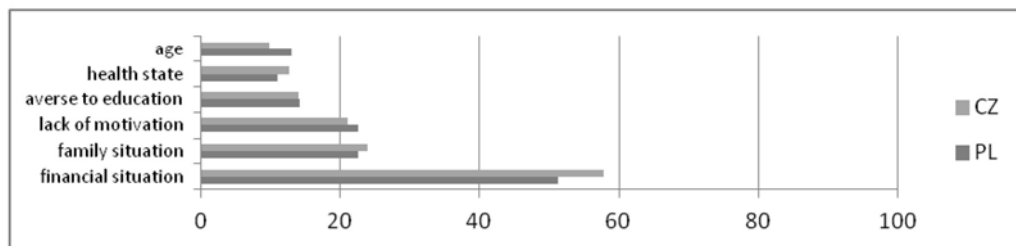**Fig. 9. Forms of self-education of Polish and Czech youth**

The majority of Polish (61.9%) and Czech (74.6%) students wish to raise their own professional qualifications (Table 2). Both Polish and Czech students plan to take a master's degree (33.3% PL, 40.85 CZ). The remaining respondents want to take up studies at post-graduate studies (25% PL, 21.2% CZ). The Poles said they would study in speech therapy, surdopedagogy, typhoid-pedagogy, management, oligophrenopedagogy, colony educators, and career counselling. The majority of Polish youth (41.67%) confirmed that they will improve their own qualifications at language and vocational courses and training, and the Czech youth (26.76% CZ) that during vocational training.

Table 2. Improvement of own professional qualifications of Polish and Czech youth

Country	Master degree		Post-graduate degree		Courses, trainings		Total	
	%	N	%	N	%	N	%	N
Poland	33,30	27	25	20	41,70	34	100	81
Czech Republic	52,85	21	20,4	8	26,75	10	100	39

Source: Authors

Students from Poland and the Czech Republic perceive certain barriers to lifelong learning (Figure 11), to which they included: their own financial situation (51.2% PL, 57.8% CZ), family situation (22.62% PL, 23.94% CZ)), lack of motivation (22.6% PL, 21.13% CZ), aversion to education (14.3% PL, 14% PL) state of health (11.9%, 12.7% CZ), age (13, 1% PL, 9.9% CZ).

Fig. 10. Barriers in continuing education

Summary and Conclusions. Educational and professional decisions of students from Poland and the Czech Republic are mainly related to their own choice and their own interests. The researches have shown that they were largely conditioned by family factors: parental attitudes used by parents such as: acceptance, reasonable freedom, co-operation, behaviours and features acquired in a family home above all: responsibility, diligence, ambition, accuracy, regularity, self-control. Interests of parents: caring, reading, social and a system of values raised from home: diligence, honesty, independence influenced the choice of the pedagogue profession. In their

professional work, they draw inspiration from family patterns: showing affection to other people, caring for other people, showing support. Young people wish to improve their professional qualifications. The Poles mainly through courses and trainings, master's and post-graduate studies in speech therapy, typhoid-pedagogy, management, oligophrenopedagogy, and career counselling. The Czechs, however, mainly through master's studies, vocational and language courses. The influence of the family on students' educational and professional decisions is not a well-recognized phenomenon in Polish literature. Therefore, the research in this direction should be recommended, the results of which would allow to determine in details the determinants of educational and professional decisions.

References

1. Badnarczyk-Jama N. (2008), *Aspiracje edukacyjno-zawodowe uczniów szkół ponadgimnazjalnych,* IBE, Radom.
2. Hinzen H., Przybylska E., Staszewicz M. (red.) (2005), *Edukacja dorosłych w zjednoczonej Europie – bogactwo, różnorodność, doświadczenie,* Wydawnictwo Uniwersytetu Mikołaja Kopernika, Toruń.
3. Gariner I., Kania I., Kudanowska E., Paszkowska-Rogacz A., Tarkowska M. (2006), *Materiały metodyczno-dydaktyczne do planowania kariery zawodowej uczniów. Podstawy rozwoju zawodowego młodzieży.* KOWEZiU, Warszawa.
4. Kowalik D., Sodel P., *Wychowanie w rodzinie w kontekście aspiracji edukacyjno-zawodowych,* Edukacja Ustawiczna Dorosłych 4 (91)/2015.
5. *Krajowe Ramy Kwalifikacji,* (2017), Instytut Badań Edukacyjnych, Warszawa.
6. Lewin K., Lippitt R., White R.K. (1939), *Patterns of aggressive behavior in experimentally created "social climates".* Journal of Social Psychology, 10, pp. 271–299.
7. Liberska H. (2007), *Kształtowanie się tożsamości a styl wychowania w rodzinie,* (w:) B. Harwas-Napierała, H. Liberska (red.) *Tożsamość a współczesność. Nowe tendencje i zagrożenia,* UAM, Poznań, s. 53–75.
8. Łobocki M. (2005), *Teoria wychowania w zarysie,* Impuls, Kraków.
9. Malach J. (2015), *Rozvoj a hodnoceni smyslu pro iniciativu a podnikavost žáku základnich škol, Ostravská Univerzita v Ostravě*, Ostrava.
10. Matczak A (2003), *Zarys psychologii rozwoju,* PWN, Warszawa.
11. Paa H.K., McWhirter, E.H., *Perceived influences on high school students' current career expectations.* Career Development Quarterly, 49/2000, pp. 29–44.
12. Paszkowska-Rogacz A.(2009), *Doradztwo zawodowe. Wybrane metody badań,* Difin, Warszawa.
13. Przetacznikowa M. (1986), *Psychologia wychowawcza,* cz. I–II, PWN, Warszawa.
14. Przetacznik-Gierowska M., Włodarski Z. (2002), *Psychologia wychowawcza*, PWN, Warszawa.
15. Roe A. (1956), *The psychology of occupations,* NY: John Wiley & Sons, New York,
16. Roe A., *Early determinants of vocational choice,* Journal of Conseling Psychology, 4/1957, pp. 212–217.
17. Roe A., Siegelman M., *A parent-child relations questionnaire,* Child Development, 34/1963, pp. 355–369.

18. Roe A. (1972), *Womanpower: How is it different?,* Columbia University Press, New York.
19. Sałata E. (2017), *Rola zajęć z doradztwa zawodowego w gimnazjum,* In: *Edukacja – Technika – Informatyka. Wybrane problemy edukacji technicznej i zawodowej* 4(22). Rzeszów, s. 236–244.
20. Sałata E. (2015), *Młodzież na rynku pracy – opinie studentów o szansach i zagrożeniach,* (w:) EDUKACJA WCZORAJ – DZIŚ – JUTRO. *Edukacja w dialogu pokoleń i budowaniu lepszej przyszłości*, red. E. Sałata, M. Mazur, J. Bojanowicz, Radomskie Towarzystwo Naukowe, Radom, s. 378–387.
21. Whiston S.C., Keller B.K., (2004), *The influences of the family of origin on career development: A review and analysis.* Counseling Psychologist, 32, pp. 493–568.
22. Zbroszczyk D. (2014), *Aspiracje i plany życiowe młodzieży zagrożonej marginalizacją społeczną*, UTH w Radomiu, Radom.
23. Ziemska M. (2009), *Postawy rodzicielskie,* Wiedza Powszechna, Warszawa.

dr Dagmara KOWALIK – Uniwersytet Technologiczno-Humanistyczny, Wydział Filologiczno-
-Pedagogiczny, e-mail: d.kowalik@uthrad.pl
prof. dr hab. Ladislav Rudolf – Ostravská Univerzita v Ostravě Pedagogická Faculta,
e-mail:ladislav.rudolf@osu.cz
prof. dr hab. Josef Malach – Ostravská Univerzita v Ostravě, Pedagogická Faculta, e-mail:
josef.malach@osu.cz