

Studijní a pracovní strachy mladých dospělých

School Fears and Employment-related Fears in the Young Adulthood Period

Anežka Kohoutová¹, Lenka Lacinová²

¹Katedra psychologie, Fakulta sociálních studií, Masarykova univerzita v Brně

²Institut výzkumu dětí, mládeže a rodiny Fakulta sociálních studií, Masarykova univerzita v Brně

Psychologie a její kontexty 11 (1), 2020, 69–87
<https://doi.org/10.15452/PsyX.2020.11.0005>



Abstrakt Cílem studie bylo prozkoumat možné faktory, které se vztahují k výskytu subjektivně prožívaných studijních a pracovních strachů v období mladé dospělosti. **Vzorek** tvořilo 303 respondentů z projektu „Cesty do dospělosti“ (83,8 % žen, průměrný věk = 24 let; Min = 19,08, Max = 32). **Metoda.** Data byla získávána pomocí online dotazníků. Výpovědi o studijních a pracovních strachích byly získávány metodou volných výpovědí. Dále byly administrovány tyto dotazníky – GIDS, The Academic Self-Efficacy Scale, CDSE-SF, Perception of Parental Autonomy-Support and Control Scale. Z **výsledků** regresní analýzy vyplývá, že existuje vztah mezi výskytem studijních strachů, akademického vědomí vlastní účinnosti, podporou autonomie ze strany otce, pohlavím a závazkem ke studiu. Dále byl detekován vztah mezi výskytem pracovních strachů a závazkem k práci, pocíťovanou kontrolou ze strany otce, pracovním úvazkem a zaměstnáním, které souvisí s plánovanou profesí respondenta. **Limitem** studie je především velká převaha žen ve výzkumném souboru.

Klíčová slova Studijní strachy, pracovní strachy, mladí dospělí.

Abstract Objectives. The study aimed to examine the relationship between selected factors and the presence of school and employment-related fears in young adults. **Sample.** Overall, the study sample comprised 303 respondents from the longitudinal project “Cesty do dospělosti” [Paths to Adulthood] (83.8 % were women; the average age of the respondents was 24 years SD = 1.47; Min = 19.08, Max = 32). **Method.** Questionnaire data

were collected on-line. The study used self-rating scales (GIDS, The Academic Self-Efficacy Scale, CDSE-SF, Perception of Parental Autonomy-Support and Control Scale.). The school fears and the employment-related fears were collected by open-ended questions on fears. **Results.** The open-ended answers on fears were categorized into general categories, where the school fears were the second most frequented category and the employment-related fears represented the fifth most frequented category. Regression analysis indicated that the gender, academic self-efficacy, perception of autonomy support from the father and commitment to study were significant predictors for the presence of school fears. Perception of father's control, having an employment (mainly one related to one's future profession) and commitment to one's job were found to be significant predictors for the presence of employment-related fears.

The results reveal that the presence of school fears was more related to the perception and evaluation of one's own learning abilities, self-efficacy, and commitment to study. The presence of employment-related fears was more related to work experience - it was the strongest predictor. In terms of work experience, the most important influence was the experience of employment related to one's future profession. The perception and evaluation of one's own abilities did not have a significant effect on the presence of employment-related fears. Interesting was the relationship between perceived father's autonomy support and control and the categories of fears. Higher autonomy support from the father increased the chance of school fears presence. It may be explained by a higher degree of perceived responsibility for study and the fear of disappointing parents. Higher autonomy control from the father reduced the chance of employment-related fears presence, which can be explained by the reduced responsibility for work decisions and the overall lower motivation to explore the employment area. Based on the results, it is possible to better understand the context of school and employment-related fears - the identified findings are fully consistent with the developmental challenges and characteristics of the young adulthood period. **Limitations.** The study impact is limited by the sample structure: the sample was over-represented by women, students, and respondents of older age group.

Keywords school fears, employment-related fears, young adulthood.