

Determining Factors of Motivational Dimensions (Childhood Personality and Workplace Competition Attitudes)

Arnold Tóth¹, Tímea Juhász², Botond Kálmán³

¹ Department of Business Economics, Faculty of Finance and Accountancy, Budapest Business School, Markó utca 29-31, H-1055 Budapest, Hungary, Toth.Arnold@uni-bge.hu

² Department of Social Science Methodology, Faculty of International Management and Business, Budapest Business School, Markó utca 29-31, H-1055 Budapest, Hungary, Juhasz.Timea@uni-bge.hu

³ Doctoral School of Economic and Regional Sciences, Szent István Campus, Hungarian University of Agriculture and Life Sciences, Páter Károly utca 1, H-2100 Gödöllő, Hungary, Kalman.Botond@phd.uni-mate.hu

Abstract: During the course of personality development, a child's personality is constantly changing. Adult character traits are a result of these changes. Characteristics such as motivation, conscientiousness, diligence, work capacity and cooperativeness, change and develop throughout the years. A competitive attitude is one of the important qualities in later work-life, the way the employee relates to competitive situations within the organization and what their opinions on these situations are. The present study is the result of research carried out by the authors aiming to examine the correlations between childhood personality traits and later attitudes to workplace competition. The results show that the individual players' attitude, has an effect on workplace performance and whether the person is result-driven, and that home life, including familial expectations, also influences the intro- and extroversive direction of personality development.

Keywords: Motivation; Competition Attitude; Personality; Workplace Performance; Life Stages

1 Introduction

In recent years, motivation and competition have been popular topics of study. Studying, sport- and work-life challenges, or artistic works will all be destined to fail without appropriate motivational effects. One part of motivations, e.g., ambition, derive from the innate attributes of personality. Other motivational

factors, e.g., financial recognition, manifest as external factors although the distinction is not that easy in every case. Childhood personality means the basis for personality in adulthood. This base is primarily created by innate attributes while deviations between certain age groups are caused by environmental aspects. The authors examine the spillover of these childhood implications to adulthood, particularly focusing on the origin and development of competitive motivations in the workplace. The research also analyzes the impact of competitive motivational factors in adulthood. Furthermore, it aims to reveal what relationship can be identified between job competition and performance.

2 Literature Review

Evolution results in continual development. The development of human behavior determines the role played by the individual in society and the associated advantages [17]. One of the central questions psychology deals with is the development of the personality. The neo-socio-analytical model of personality psychology characterizes the individual with the three-fold relationship of acceptance-identity-societal roles and takes the position that genes [19] and socio-cultural influences determine the development of the personality [24]. It is a proven fact [4], that the childhood personality, while it does change and adapt [36; 11], predicts later adult traits, such as professional motivation, conscientiousness, enthusiasm, or the capacity to adapt to new situations [33]. Childhood personality types may be characterized into three groups [15]: resilient, over controlled, and under controlled. Resilient children concentrate better and ponder more sophisticatedly; hence, they usually are more successful at school vis-à-vis their companions pertaining to other groups. Over controlled children are, on the other hand, reclusive, lack self-esteem, always wish to comply with external expectations while under controlled children are dynamic, pushing, and impulsive. Research differentiates six main characteristics (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience, and Activity), these are also known as the Little six [35]. This is reduced to the five-factor model in adulthood because activity no longer plays a role [27] [39]. Early childhood temperament and teenage character traits also predict adulthood adaptability, welfare, and career stability [2] [6]. A-type behavior was first described by [14] as a risk factor for cardio-logical conditions. This type of behavior is generally rigid, ambitious, impatient, anxious, and status-oriented, implying performance anxiety and inability to play in a team or to handle either self-made mistakes or those of companions. A-type personalities are often result-oriented ‘workaholics.’

MacEvoy *et al.* [26] examined the relationships these types of personalities have with workplace performance and competition, but they were unable to determine a strong correlation. while gender does play a role, it is the masculine or feminine

attitude that matters foremost. For example, women who like traditionally masculine sports perform better in competitive workplace situations. Similarly, an active, agile person's attitude toward work is different from that of a passive person [22]. Adherence to workplace ethics as well as compliant performance is based on the differences in performance-orientation [12].

Lynn [25] examined workplace performance taking the performance of university professors as a basis and determined that entrepreneurs exhibit similar levels of motivation when achieving their own performance. This result points to the fact that the relationships between competitive workplace situations can be examined on a wide scale with similar methodology.

The position one holds in their family also plays a role in the development of the personality in childhood [38]. Contrary to stereotypical positions, sibling rivalry and competition within the family can have positive effects on the development of the personality [1]. The parents serve as the other determining factor. This expresses the significance of peace at home and parental support. Young people need their parents' support to achieve at school and in the workplace [21]. The opinions held by the parents about science, their child and the support shown to the child all play an important role in the child's later performance [18]. Results show that the parents' commitment to competition motivates the child's academic performance [31]. The central paradox of parental support is that while in early childhood, its goal is to aid socialization, later, from adolescence, it also must help the child become independent [21]. And this development determines workplace motivations as well [32]. Workplace motivations also determine how the working environment affects the employee. This can be placed somewhere on a scale where the negative pole is bullying [34] and the positive pole is a sense of wellbeing on the job [28]. Competitive situations prompt people to pay attention not only to themselves but to their environment. In the case of team players with extroverted and positive personality, this attention can be cooperation and empathy, but envy is just as common, which creates toxic interpersonal relationships and working environments, predominantly vis-à-vis, the personality of self-absorbed careerists [13].

Among motivations, the researchers examined competitiveness and success-orientation, as well as the motivation to adapt, which is guided by external influences, foremost by parental and academic expectations as Pikó et al. [29] describe. Cooperation skills are included here (being a team player) and the questions of parental expectations and support mentioned by Bollók et al. [3] in relation to the motivations mentioned above. Their research team found that those who prefer individual sports consider competitive situations in other areas of life to be important as well. These people are winning-oriented in team situations as well. They believe the aim of cooperation is their future career. They care about the opinions of others, for example, those of their parents. At the beginning of adolescence, the restructuring of their values and motivations also begins, these consequences of these changes affect many areas [23] [37]. The most difficult

aspect of the school-to-work transitional period is the practical use of the theoretical knowledge they have obtained [18]. According to Rokis [30], this may happen in a conservative manner (Theory of Cultural Values [TCV]) or in a non-traditional manner that seeks new paths (Youth Empowerment Theory [YET]). In the first case, money and power are the main values, in the second, the power of community support via integration.

There is an increasing need for managers to understand what motivates younger versus older workers to continue work within their company [7]. Workplace performance can be analyzed from two perspectives. First is compliance. The compliance-related belief that management should communicate with employees taking into account generational differences was long-held. However, new research [16] proves that effective leadership communication is only possible based on becoming personally acquainted with employees. The other aspect is focus on results. This is based on motivation and accessible knowledge [37].

Based on the outline above, after the stable adult personality is a result of the settlement of the adolescent state of values-uncertainty developing from childhood personality traits. The developing transitive and adult personality correlates with attitudes toward workplace competition. When discussing workplace competition, the authors do not mean something similar to sporting competitions. The writers of the present study examined situations in which rivalries arise among the employees of a company: whether that is the attainment of a given position, completing a task, obtaining recognition, etc. the present study inspects a lesser-researched phase of the developmental arc discussed above, the factors and effects connecting the two poles, that is childhood personality and attitudes toward workplace competition. In this area, the researchers mainly focused on how the motivations that induce competition change with a person's age.

Our research questions included, for example:

How much could childhood traits predict relation of adults to rivalry in the workplace?

What factors can affect employees' competitive motivations?

Is there relationship between organizational performance and competition?

We were engrossed in identifying those external factors that could shape the outward conduct of the not easily extinguished innate personality. The novelty of our research lies in its topic. As being a new research field, it could easily contribute to the comprehension and interpretation of the linkage of childhood personality and subsequent motivations for competing in the workplace. from the aspect of both pedagogy and psychology.

3 Material and Method

The basis for the research was provided by the survey carried out by the authors of the study among 403 Hungarian subjects. It is clearly visible on Figure 111 that the authors examined childhood (7-14 year-old age group) and adolescence (14-18 year-old age group) regarding the skills and capacities of respondents, their efficiency to leverage them in competitive situations, and vice versa. In addition, the authors analyzed the influence of earlier skills and competitive situations on workplace competitions as well as the motivational factors inducing present challenges of workers. The question arose as to what relationship organizational performance had with motivators of completion and with competing itself.

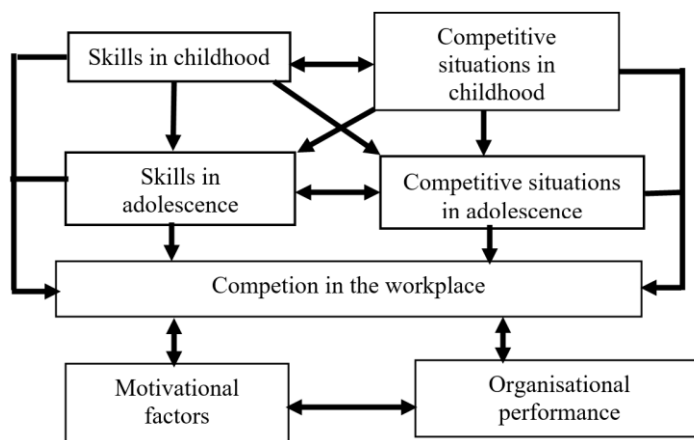


Figure 1

Logical system of research

During the course of the study, the respondents had to fill out an online survey on a volunteer basis. When composing the survey, the theory of self-determination served as the starting point [8-10], this provides a wide scale of methodological possibilities for the examination of human motivation and personality. However, the authors did not aim to use previously compiled questionnaires, especially because they wished to analyze a previously unexamined area. Thus, they felt that compiling their own questionnaire was the most effective option, the questionnaire will be presented in greater detail in the chapter on methodology. As the first step of the present research process, the present study also aims to determine the usability of the questionnaires in order to create a methodological background for a later, wider-scale survey.

The sample collection method used was the snowball method. When the trial questionnaires were being filled out, there was no interpretation question, thus the respondents could not modify the questionnaire. Respondents were reached via

phone call, online, and email. The willingness of the respondents was over 90%. we were able to evaluate all of the received questionnaires.

The participants had to answer 28 closed-ended questions. The questions of the questionnaire can be divided into four groups. The structure is found in Table 111:

Table 1
The structure of the questionnaire

Question group 1 Sample-specific characteristics	Question group 2 Childhood and adolescent traits	Question group 3 Workplace competition situations	Question group 4 The effects of workplace competition situations on employees
Gender Age Place of residence Family characteristics Level of education Workplace characteristics	Childhood traits Adolescent traits Childhood competitive situations Adolescent competitive situations	Role-players of workplace competition Motivation in the competition Rewards of the competition	The effects of workplace competition The advantages and disadvantages of workplace competition

The authors used several statistical methods during the course of the study in order to analyze the data: frequency and average analysis, factor analysis, linear regression. The programs SPSS 25 and SPSS Amos 24 were used for the analysis.

The specification of the sample is as follows, in Table 222:

Table 2
Characteristics of the sample

Respondents	403		
Gender	118 men	285 women	
Educating	8 lower than secondary	274 secondary	121 higher
Position	347 employee	56 leader/owner	
Employed with...	governmental companies: 235	Hungarian business company: 67	multinational company: 101

The main areas of analysis of the questionnaire were what kind of role competition played in the respondent's childhood, adolescence, and present-day life. The authors composed several hypotheses during the study. The current research examines the following hypothesis:

Hypothesis 1: It is forecastable based on early traits how the individual will relate to workplace rivalry.

Hypothesis 2: The main factor of workplace performance for individual player type people is success, for team players, it is compliance with the expectations.

4 Research Results

In this study, we sought to find out how childhood personality traits and attitudes toward competition influence adulthood motivation and its dimensions. By childhood, in the present analysis, we mean primary and secondary school age, that is, the age before 14, typically known as ‘childhood’ (CH) and adolescence (AD). The questions and statements in the questionnaire applied to both phases and were exactly the same in both age groups, thus they were clearly congruent and therefore aggregated. The statements were built on a 5-degree Likert Scale, with one meaning not at all and five meaning completely characteristic.

When implementing the childhood character traits, the authors used the help of the results of the factor analysis carried out earlier. In so doing, we aggregated with factor analysis those answers of the questionnaire that we had received for the second group of questions dealing with childhood and adolescent traits, thus creating childhood and adolescent personality types, that is, the character traits below the age of 18 were reached by determining the childhood and adolescence results of the items categorized into one group (Table 333). Based on the results, it is readily apparent that the aggregates of all the personality traits are very trustworthy, as the Cronbach's alpha greatly exceeds the value of 0.7, accepted to be critical. The ability to acknowledge one's own faults, altruism, and tenacity are, apart from the usual traits, also included in the positive personality, failure management shows how well the respondent has gotten over their childhood failures. It can be said of the sample on the whole that they generally thought of themselves as positive personalities as children who had a mid-level of competitiveness. They said they were more team players than individual players and they did not have strong failure management skills.

Table 3
Descriptive and confidence statistics of childhood and adolescence personality traits

Personality trait	Items	N	Average	St. Deviation	Cronbach's alpha
Positive personality (PP)	12	403	3.779	0.548	0.815
Competition-oriented (CO)	8	403	3.106	0.917	0.873
Team player (TP)	6	403	3.891	0.792	0.867
Individual player (IP)	6	403	2.561	0.964	0.901
Extroverted (EX)	6	403	3.369	0.956	0.871
Failure management (FM)	8	403	2.901	0.734	0.789

The following group of questions in the questionnaire examined four categories, these categories are the following according to factor analysis results. First is the

Peaceful home environment (the higher the value, the less likely the respondent was to have been forced to compete with their siblings for intellectual or material goods); second is the Competition in school (a higher value means that the respondents had to compete with their peers in school for acknowledgment, better grades, leading positions). Parental support (measures the extent to which the respondent was supported emotionally and financially by their parents as a child) and the Lack of parental expectations (did the respondent's parents have any sort of academic expectations toward them, when they were children).

Factor analysis was carried with the principal component method with Varimax rotation, the results can be considered unequivocally successful. This is confirmed by complex test statistics applying to the component correlation (KMO = 0.791; Bartlett $\chi^2(231)=7180.233$; $p<0.001$) and the high ratio of explanation (67.392%). Of the four factors, each one has a very high internal consistency as evidenced by the high Cronbach's alpha values (Table 44).

Table 4

Factor analysis statistics of the effects of competition on children and adolescents in school and at home (summarized data; AD = adolescence, CH = childhood)

Category		Peaceful home (11_15_P H)	School competi- tion (11_15_S C)	Parental support (11_15_ PS)	Lack of parental expectations (11_15_LPE)
	Explained variance	22.094%	22.058%	12.553%	10.687%
	Items	6	8	4	4
	Cronbach's alpha	0.943	0.906	0.860	0.755
Respondent did not need to compete with their siblings at home...	(AD) – for their parents' attention	0.892			
	(AD) – for their parents' love	0.887			
	(AD) – for financial means	0.861			
	(GY) – for their parents' love	0.852			
	(GY) – for their parents' attention	0.842			
	(GY) – for financial means	0.829			
	(AD) – for leadership positions within the class		0.826		
In school, they competed with their peers...	(GY) – for leadership positions within the school		0.819		
	(GY) – for leadership positions within the class		0.793		
	(AD) – for moral acknowledgment		0.779		
	(AD) – for leadership positions within the school		0.773		
	(GY) – for moral acknowledgment		0.772		
	(AD) – for better grades		0.743		

	(GY) – for better grades	0.690	
Their parents...	(GY) – provided for their studies financially	0.844	
	(AD) – provided for their studies financially	0.826	
	(GY) – stood by you emotionally during your studies	0.750	
	(AD) – stood by you emotionally during your studies	0.724	
Their parents did not have...	(AD) – sports-related expectations toward you		0.774
	(AD) – academic expectations toward you		0.761
	(GY) – sports-related expectations toward you		0.760
	(GY) – academic expectations toward you		0.705

The authors of the study divided the love of competition into two factors from the questions applying to competitive situations in childhood (question 12) and adolescence (question 16) with the use of factor analysis (principal component method, Varimax rotation): The glory of winning (pride, enjoyment of receiving praise, joy of success) and Enjoyment of competition (enjoyment of the mood and feelings associated with the competition). Factor analysis was successful ($KMO=0.826$; Bartlett $\chi^2(45)=2316.031$; $p<0.001$); a the explained variance is quite high (66.389%) furthermore, the Cronbach's alpha values of certain factors are appropriate as seen in Table 55.

Table 5

Factor analysis statistics of childhood and adolescent motivations for competition (summarized data)

	Glory of winning (12_16_GW)	Enjoyment of competition (12_16_EC)
Explained variance	39.096%	27.294%
Items	6	4
Cronbach's alpha	0.897	0.816
16) I like being praised after a competition	0.836	
12) I liked being praised after a competition	0.824	
16) I am proud of myself if I win	0.784	
12) It was a very good feeling to be chosen the best	0.756	
16) It is a very good feeling, if I am chosen as the best	0.753	
12) I was proud of myself if I won	0.742	
16) I love the excitement of competitions		0.866
12) I loved the excitement of competitions		0.835
12) I enjoyed showing what I know		0.715
16) I enjoy showing what I know		0.658

Competition has an effect on the individual in every case, this was examined in detail in the next group of questions.

The authors of the study grouped the answers given to the questions again with the help of factor analysis, creating two factors from the effects of competition in childhood (question 13) and in adolescence (question 17):

- **Improvement of skills (Individual traits)**
- **Improvement of state (Relationships, sense of wellbeing, etc.)**

The complex correlation statistics of the factor analysis (principal component method, Varimax rotation) are good (KMO = 0.906; Bartlett $\chi^2(190)=5872.001$; $p<0.001$); the explained variance is appropriately high (58.870 %) and the Cronbach's alpha, measuring internal consistency, is also adequate (Table 66). It must be noted that the authors left out two variations (childhood and adolescence) of one area (the effect on individual work performance) of the factor analysis as these did not belong unequivocally to the factor.

Table 6

Factor analysis statistics of the effects of competition in childhood and adolescence on the individual (summarized data)

	Improvement of skills (13_17_IoS _k)	Improvement of state (13_17_IoS _t)
Explained variance	33.637%	25.234%
Items	12	8
Cronbach's alpha	0.935	0.893
13) Diligence	0.816	
13) Stamina	0.791	
17) Diligence	0.772	
13) Ambitions	0.736	
17) Precision	0.724	
13) Precision	0.719	
13) Performance	0.719	
17) Stamina	0.717	
17) Performance	0.679	
17) Ambitions	0.671	
13) Academic development	0.619	
17) Academic development	0.613	
17) Health status		0.827
17) Family relationships		0.784
17) Friendships		0.749
13) Friendships		0.702
13) Family relationships		0.701
13) Health status		0.691
17) Mental health		0.680
13) Mental health		0.517

Finally, the statements related to motivation were also divided into dimensions with the help of factor analysis: Workplace compliance/approval (dimensions that manifest as external motivational factors); Result orientation (the factors that motivate the individual for the sake of obtaining/achieving a reward) and Performance orientation (individual competitiveness, high performance). The statistics of the factor analysis were very good (KMO = 0.853; Bartlett

$\chi^2(66)=1888.133$; $p<0.001$); the explained variance is appropriately high (61.961%); and the Cronbach's alpha value also shows appropriate internal consistency. However, in the case of the third factor, this is only 0.656, but the factor itself consists of only three components, thus, this value is acceptable (Table 777).

Table 7
Factor analysis statistics of workplace motivation factors

	Workplace compliance (18_WC)	Result orientation (18_RO)	Performance- orientation (18_PO)
Explained variance	26.424%	20.269%	15.269%
Item	5	4	3
Cronbach alfa	0.845	0.748	0.656
18) I strive to...			
...be the most trustworthy employee	0.834		
...be the most accurate employee	0.828		
...have the boss be the most satisfied with me	0.769		
...have the best performance	0.742		
...be the most local person to the company	0.492		
...have a job that is full of challenges		0.757	
...have a career at the company		0.743	
...have knowledge that no-one else at the company does		0.663	
...receive rewards for my work		0.643	
...work the most in quantity			0.817
...work the quickest			0.703
...spend the most time at my job			0.653

The authors sought to create a model that shows the determiners of the different dimensions of adulthood motivation. They did this with path analysis via the help of the software AMOS v24.

The initial assumption was that childhood and adolescence personality traits are in correlation with one another, they are affected by the child's home-life, and these jointly determine school competition, the effects it has on the individual, and to what extent the different dimensions of motivation will be characteristic of different individuals.

The incidence statistics of the established model (Figure 2) are quite good (NFI=0.904; RFI=0.831; IFI=0.953; TLI=0.913; CFI=0.951; RMSEA=0.047), thus the model adequately explains the factors the researchers wished to present. All the direct effects named in the model were significant, Table 888 contains the full spectrum of the effects divided into direct and indirect effects. Hereinafter the authors summarize the crucial results of the table and the model.

Two independent (Peaceful home-life, Parental support) and three dependent variables, the three dimensions of motivation (Workplace compliance, Result-orientation, Performance orientation) are factored into the model. Both independent variables play nearly equal roles in the development of a positive

personality in childhood. Even if, from among the dimensions of motivation, input variable of parental support also affects performance orientation directly, all other effects of independent variables are indirect. However, increased parental support negatively affects the dimensions of motivation and performance orientation, that is, it is disadvantageous for the parent to solve everything for their child. Peaceful home-life exclusively promotes positive personality development; all other effects manifest through this positive personality. Positive personality undoubtedly emerges to play a pivotal role in the case of all three dimensions of motivation, out of the personality traits observed. In addition to its direct effect on the dimensions, it has a momentous indirect effect on through miscellaneous behavioral and personality traits. It enhances extroverted, team player traits. Apart from personality traits, Parental support has a direct effect on the development of skills in childhood as well as on general physical and mental wellbeing (State), which complete the repercussions induced by positive personality. Competition orientation among is the effect that is peculiar to extrovert personality and may be motivated by both Preference of competition or Preference of victory. The latter one predominantly relates to workplace compliance while the first one only influences motivational dimensions through the amelioration of Skills and State. The critical source of the dimension of Result Orientation and Performance orientation is Competition at school, in which, however, Individual players perform well. Interestingly, Failure Management decreases the motivating sway of Result orientation and Performance orientation, those who can easily put errors behind themselves will opt out of the carking effect of the urge to perform. It is exactly why such individuals may finally gain better results.

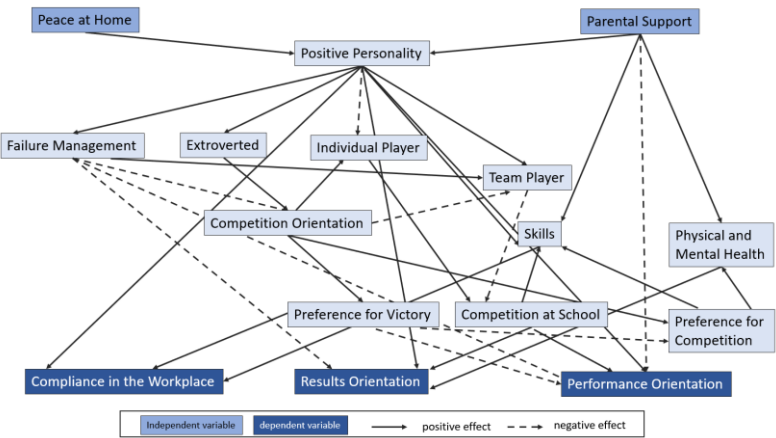


Figure 2
The simplified outline of the path model of the individual's workplace motivational dimensions

5 Discussion

Our study was initiated from four circumstances which influence the childhood development of the personality. Of these circumstances, two were included as independent variables in the SEM-model created to answer our research question, they were a peaceful home-life and parental support. The model contains workplace performance as an output (dependent) variable. In summary, it can be determined that a positive personality enhances all three dimensions of motivation. However, it is important to differentiate between workplace compliance/the seeking of workplace approval and the other two dimensions, as even though we see differences between the determiners of these latter two dimensions, they show much greater similarity with each other than the determining factors of the workplace compliance/approval dimension's determining factors.

Table 8

The full and (direct+indirect) effects in the path model constructed for the dimensions of the individual's workplace motivations

	11_15_PH	11_15_PS	PP	FM	EX	CO	12_16_GoW	CsJ	IP	12_16_VÉ	11_15_IV	13_17_ÁJ	13_17_KJ
PP	0.156 (0.156+0)	0.119 (0.119+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
FM	0.031 (0+0.031)	0.024 (0+0.024)	0.199 (0.199+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
EX	0.016 (0+0.016)	0.212 (0.2+0.012)	0.103 (0.103+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
CO	-0.004 (0+0.048)	0.048 (0+0.048)	-0.027 (0+0.027)	-0.267 (-0.267+0)	0.257 (0.257+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
12_16_GoW	0.102 (0.109+0.007)	0.162 (0.160+0.002)	-0.046 (0+0.046)	-0.249 (-0.210+0.039)	0.038 (0+0.038)	0.148 (0.148+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
TP	0.074 (0+0.074)	0.014 (0+0.014)	0.473 (0.458+0.016)	0.188 (0.149+0.038)	-0.210 (-0.173+0.037)	-0.144 (-0.144+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
IP	-0.123 (-0.101+0.021)	-0.165 (-0.137+0.028)	-0.137 (-0.112+0.025)	-0.093 (0+0.093)	-0.059 (-0.148+0.090)	0.350 (0.350+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
12_16_EoC	0.127 (0.142+0.015)	0.038 (0+0.038)	0.009 (0+0.009)	-0.111 (0+0.111)	0.305 (0.169+0.137)	0.533 (0.554+0.022)	-0.148 (-0.148+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
11_15_SC	-0.039 (0+0.039)	-0.013 (0+0.013)	-0.165 (0+0.165)	-0.294 (-0.153+0.141)	0.124 (0+0.124)	0.401 (0.324+0.078)	0.000 (0+0)	-0.228 (-0.228+0)	0.128 (0.128+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
13_17_StI	0.030 (0+0.03)	0.222 (0.178+0.044)	0.019 (0+0.019)	-0.024 (0+0.024)	0.233 (0.167+0.066)	0.116 (0+0.116)	-0.032 (0+0.032)	0.000 (0+0)	0.000 (0+0)	0.218 (0.218+0)	0.000 (0+0)	0.000 (0+0)	0.000 (0+0)
13_17_SkI	0.119 (0+0.119)	0.175 (0.097+0.078)	0.257 (0.230+0.027)	-0.082 (0+0.082)	0.087 (0+0.087)	0.130 (-0.157+0.287)	0.199 (0.260+-0.061)	0.079 (0.104+-0.025)	0.014 (0+0.014)	0.411 (0.411+0)	0.110 (0.110+0)	0.000 (0+0)	0.000 (0+0)
18_PO	0.011 (0+0.011)	-0.133 (-0.133+0.001)	0.182 (0.243+0.060)	-0.174 (-0.137+0.036)	0.024 (0+0.024)	0.076 (0+0.076)	-0.135 (-0.135+0)	-0.055 (0+0.055)	0.031 (0+0.031)	0.000 (0+0)	0.239 (0.239+0)	0.000 (0+0)	0.000 (0+0)
18_RO	0.019 (0+0.019)	0.080 (0+0.08)	0.105 (0.144+0.039)	-0.190 (-0.135+0.055)	0.187 (0.121+0.066)	0.091 (0+0.091)	-0.006 (0+0.006)	-0.039 (0+0.039)	0.022 (0+0.022)	0.042 (0+0.042)	0.171 (0.171+0)	0.192 (0.192+0)	0.000 (0+0)
18_WC/A	0.085 (0+0.085)	0.192 (0.090+0.102)	0.278 (0.236+0.042)	-0.076 (0+0.076)	0.027 (0+0.027)	0.061 (0+0.061)	0.277 (0.236+0.041)	0.016 (0+0.016)	0.003 (0+0.003)	0.084 (0+0.084)	0.022 (0+0.022)	0.000 (0+0)	0.204 (0.204+0)

The primary root of both Performance orientation and Result orientation is rivalry at school. From among independent variables, the role of Peace at home is exclusively the assurance of environmental background necessary for the development of Positive personality. This background is guaranteed by Peace along with Parental support. The latter one, however, has a more complex sway: on the one hand, it forms the motivation of Result orientation through ensuring general Physical and mental health; on the other hand, it develops the demand of Compliance in the workplace by strengthening Skills. Notwithstanding, it does not force the constituent of Performance orientation, i.e., parents will assign success more to objectives achieved and successful adaptation to adult life instead of the pursuit of records.

When establishing the model, when defining the causal relationships, the study's authors kept in mind the anticipation that could be assumed between them. The majority of the modeled variables applied to the respondents' childhood, the three dimensions of motivation reflect the present. Conclusively, personality traits that already manifest in childhood (extrovert/introvert, team player / individual player, ability to manage failure) will also present in the dimensions of workplace motivations in adulthood, even if only through complex connections.

In light of the results of the research, the authors consider their hypothesis to be accepted. The premise that home-life circumstances, including familial expectations, and parental support influence whether the individual develops an introverted or extroverted personality has been proven. This also supports the findings in expert literature [5] [40]. Of the personality traits described by Soto [35], extroversion and conscientiousness, the latter is included in our study as a part of the "skills" trait, play a role in the development of workplace motivations and the related work-life relationship [39], which is also greatly influenced by how the individual experiences competitive situations. a positive personality has a direct influence of work-motivation itself, supporting the findings of Selvarajan, Singh & Cloninger [32].

The second hypothesis was partially proven by the results of the model we established. We were able to ascertain the effects of the individual's playful attitude on workplace performance- and result-orientation, which manifests itself indirectly in adulthood workplace competition via 'routine' obtained in competitive situations in school. However, we were unable to determine neither significant direct nor significant indirect connection between a team-player attitude and workplace compliance/approval seeking motivation. We were, however, able to convey the complexity of the developmental path leading from childhood personality to workplace competition motivations. When interpreting our results it is worthwhile considering its limitations. Since this analysis aimed to be an experimentation for a more extensive research, the sample was destined to lack representatively and the questionnaire was in need of validation. The authors primarily focused in this research on the linkage of those external effects with

personality that influence behavior. Nevertheless, they are keen to include the examination of the effect of innate traits. At the same time, we must take into account that childhood competition is different from the world of business. In the former, the path to victory is straight and clear. In business, however, the goals often change, and it is more difficult to implement an organizational strategy to ensure optimal performance by the employees.

Conclusions

The success we achieve in life is not solely based on our cognitive and motor skills. The motivational background of the individual is at least as important, if not more so. All behaviors in later life are connected to early childhood behavior patterns, which play a role in the development of later motivations. Examination of the childhood personality may predict later workplace behavior and provide useful information not only for science but also for the HR department when choosing among candidates for a given position. However, during the course of our study, we must not forget that motivation is not a constant, it fluctuates: external motivational forces slowly take the place of internal childhood motivations, as a result, young employees are mainly motivated by career progress and financial gain as evidenced by other research [6]. In later phases of life, freedom and independence become more important than competition for money and rank [7].

We must emphasize that even though we were unable to show it to be among the motivations of a team-player attitude and workplace compliance as motivation, active participation in team sports in childhood has a very valuable effect on the person's later working years. These sports instill, in the players, internal values, traits and skills, such as. cooperation and the joy of working jointly, toward a result and achieving joint success.

Studies carried out with larger samples and more detailed questionnaires may result in more stratified results and supplement, or even restructure, the existing knowledge. The authors also aim to conduct industry research on this topic in companies operating within the competitive sector. The present study aims to expand on this knowledge, partially, by uncovering the correlations, but also by generating new topics for research.

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