

**The influence of reciprocity in father child relationships
on professional position in the workplace, self esteem and
levels of hostility.**

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Abstract

Existing research has shown that parents influence their children in terms of the career choices they make. This study investigated whether parental influences, specifically reciprocity with the father, have any effect on the advancement within the workforce when the child reaches adulthood. Other parental influences on self esteem and levels of hostility have also been shown to carry forward into adult life and this study investigated whether there is a relationship between these variables and the position attained within the workforce.

Results from this study indicate there is no significant difference in levels of reciprocity with the father between the three groups 'Administration', 'Technical' and 'Managerial' ($F(2,83) = 1.79, p = 0.17$), that there was a strong negative significant relationship between Hostility and Self Esteem ($r(83) = 0.53, p < 0.01$), the relationship between Reciprocity and Self Esteem was positive; however the result was not statistically significant, and the relationship between Reciprocity and Hostility was negative and not significant.

Introduction

The Northern Ireland Young Life and Times (NILT) Survey was launched in the autumn of 1998 by Queens University Belfast and University of Ulster (ARK, 1998). The survey monitors the attitudes and behaviour of people in Northern Ireland on an annual basis to provide a time-series and a public record of how attitudes and behaviour develop on a wide range of social policy issues. One area of this survey that is examined is parental relationships with their children and how the quality of these relationships influences the child as he or she moves into adulthood. In order to expand on the findings of that survey which showed that poor relationships with the father correlated to lower levels of mental health, lower levels of self esteem and higher levels of hostility later in life, this piece of research aims to investigate how quality of parental relationships affects future career achievements, specifically, is there a relationship between the quality of parental relationship and the position attained in terms of seniority in the workforce. In order to measure 'position attained' in the workforce, an organisation from the Irish Public Service was used as it provided a work environment which uses a well defined grading structure. This allowed assessment of the level of position attained and measurement of any correlation between that position and the quality of relationship experienced with a parent, specifically the father. The developmental theories of Youniss and Smollar (1985) examined the role of reciprocity in the functional relationship between a child and its parents. Their theory suggests positive outcomes in parental-child relationships in which the child's views are respected and the relationship between parent and child is understood as being between two relative equals. Taking into account the results of the Northern Ireland life and times study and research carried out by Youniss and Smoller, the aim of this research is to investigate if positive reciprocity in the relationship between father and child influences the professional position achieved in the workplace, levels of self-esteem and levels of hostility experienced later in life.

Existing research on quality of parent-child relationships

Existing research indicates that adolescents who do not have strong relationships with both parents typically have more behavioural problems in adult life. D. W. Brook et al (2002) found that a conflicting non-supporting father/child relationship may be linked with aggressive behaviours throughout adolescent development. Also those adolescents that have a weak relationship with their fathers are at an increased risk of being influenced by a deviant peer group.

The developmental theories of Youniss and Smollar (1985) examined the role of reciprocity in the functional relationship between a child and its parents. Their theory suggests positive outcomes in parental-child relationships in which the child's views are respected and the relationship between parent and child is understood as being between two relative equals. On the basis of this theory of development, Winter, Yaffe, and Crowley (1995) set out to develop a way of measuring reciprocity and developed the 'Perception of Parental Reciprocity Scale' (POPRS). This scale was used in this research to investigate if positive reciprocity in the relationship between father and child influences the professional position achieved in the workplace later in life.

More recent research carried out by Palladino, Schultheiss, Kress, Manzi and Glasscock (2001) titled 'Relational influences in career development' showed the interconnected nature of our relational and career lives, and just how close relationships are in influencing the career development process. Early learning and development of reading ability is an advantage when the child reaches school. Milner (1951) studied children in the first grade in school on the assumption that school-based verbal influences had not, at that stage of a child's experience, had much of a chance to influence the verbal skills of the child, and conversely, that family verbal influences are greater at that point in the child's school history. She hypothesised that the extent of reading ability in Grade I children is related to certain patterns of parent-child interaction in the family setting, that those patterns of parent-child interaction found to be associated with high or low reading ability are correspondingly related to higher and lower family social status and

that high reading ability in Grade I children is related to 'higher' family social status, and conversely, that low reading ability in Grade I children is related to "lower" family social status.

Her results showed a high relationship between low scoring and lower-class status and high scoring and middle-class status. She then questioned to what extent are other findings a function of social-class status rather than of low reading-readiness and high reading readiness. In research such as this it may therefore be necessary to include social class as a variable influencing education and later career choice and progression. Some of the findings may be directly related to the economic aspects of class, such as these participants being exposed to more or less reading material at home, educational background of parents and the verbal interaction in the home. According to Milner these apparently economically-based circumstances in themselves do contribute to the verbal abilities of the child and its degree of linguistic sophistication. There appeared to be a significant difference in atmosphere around the meal table for the high scoring children in Milners study as compared to the low scorers. It appeared mealtimes served as a focus for total family interaction for the higher scorers and this interaction was reported as more positive and permissive with a high verbal content, that is, the child is spoken to by adults with mature speech and is given the opportunity to respond. The opposite situation appeared to exist for the low scorers with some mothers reporting that they actively "discourage or prohibit their children's chatter" (p109) or refuse to engage in conversation with them during meals and that this prohibition is based on the belief that talking during meals is a bad practice.

Influences on career choice

Much research has been carried out over the years which suggest an important force in preparing adolescents for their roles in the workforce is the influence which comes from within the family, for example Penick and Jepsen (1992), DeRidder, (1990) and Mortimer (1992),discussed below. Many of the attitudes formed about work and careers are a result of interactions with the family (DeRidder, 1990), with family background providing the basis from which decision making about career evolves. Within each

family, however, the level of involvement, particularly parental involvement in career choice, can vary, offering both positive and negative influences. This research examines the family influences on career advancement and achievement within the Irish Public sector, with particular focus on the influence of the father.

Among the factors in family background which can be associated with career development and advancement include parents' socioeconomic status, level of education and factors such as ability and temperament (Penick and Jepsen 1992, p. 208). Mortimer (1992), in a study of the influences on adolescents' vocational development, reported that parental education was the variable that had the most influence and effect on educational plans and occupational aspirations, and that parents with postsecondary education tend to pass along its importance to their children. Conversely, lower levels of parent education have been shown to have a negative influence on adolescents' career development according to DeRidder, (1990).

In a paper presented at a conference on Giftedness titled 'Growing Up Gifted and Talented', Montgomery (1992) reported females with a math oriented career reported their career choice reflected interests which resulted from early family influences and educational opportunities. The presence of teachers in the family, according to Marso and Pigge (1994), was a significant factor which influenced teacher's decisions to pursue a teaching career for themselves.

As mentioned above, Mortimer (1992) reports that socioeconomic status influences career development, especially for girls, possibly because families with limited economic resources tend to direct those resources to the males of the family first, with less encouragement given to advancing in education or career to the daughters in the family. It is also possible this could be attributed to traditional values held by working class or lower-income parents, values that place girls in the homemaker role with less emphasis on occupational preparation for a career.

Kim (1993, p224-248) reports "the strong desire of Korean immigrants for their children to be professionals and earn money and prestige is conveyed either in a rather demanding form or in a more

subtle form”, and that stories by college students of Korean descent confirm that their career choices both “explicitly and implicitly reflect the cultural model of success their parents share”. One student described an incident when he was young where his father announced to friends during dinner that “Tim will be a lawyer and Don will be a doctor.”, while another student described how her father “introduced each member of the family to his guests by stating what career each would pursue” before any of them had made a career choice for themselves.

Existing research has shown there is an association between attachment and career planning (Kenny, 1990), commitment to career choices (Blustein, Walbridge, Friedlander, and Palladino, 1991), environmental exploration and career choice (O’Brien, 1996), and affirmation with regard to career pursuits (O’Brien and Fassinger, 1993) and there is a growing amount of literature on the interconnectedness of career and the quality of relationships in a person’s life, for example Blustein, (2001); Blustein, Prezioso, and Schultheiss, (1995). This growth reflects the attention given by psychology and the social sciences to a more relationally based perspective that acknowledges the functions of interpersonal connections going back to the work of Bowlby, (1982). It has been argued that interconnection and relatedness are central to human growth and development, and that relatedness serves as a context for the experience of the self (Josselson, 1992). This supports key assumptions underlying more recent research on attachment, career development and relational models of career counselling (Schultheiss, 2000).

Understanding influences from our relationships may be key to the facilitation or hindrance of our ability to progress effectively through challenging career tasks. As we continue to try to better understand the connections between career choice and relational experiences, it is important to establish a relevant knowledge base that sensitively reflects the experiences of individuals and their connections in career and relational domains. The contexts in which our relationships and connections occur are important. Culture, age, socioeconomic background, and family structure must be taken into account when we attempt to identify the role that relationships play in careers progression.

Social support has been described as a multidimensional phenomenon based on a range of interpersonal behaviours (Caplan, 1974). Many different advantages and supports are provided by relationships with others and indeed are necessary for our well-being. Cutrona and Russell (1990) and Cutrona (1996) have identified a core set of functions representing this multidimensional phenomenon. These include emotional support, love, empathy, concern, ability to turn to others for comfort and security, social integration, network support (feeling part of a group with people who hold similar interests and concerns), esteem support (boosting another's self-confidence through respect for other's qualities, belief in another's abilities, validation of thoughts, feelings, or actions), information support (factual input, advice or guidance, appraisal of the situation), and tangible assistance (instrumental assistance with tasks or resources).

A history of supportive relationships may prepare a person to deal effectively with stressful situations according to Cutrona, (1996) such as those encountered in career development, for example exploring novel or unusual work environments or being confronted with a difficult career decision. Supportive relationships are thought to lead to the development of higher levels of self-esteem and self efficacy, minimization of interpersonal anxiety, faith in the availability of assistance when it is needed, confirmation and validation of the person's adequacy in valued life roles, and social control. Several studies have investigated the role of social support in confronting the pressures of work stress (Swanson, 1992), (Ross, Altmaier, and Russell, (1989). This work has revealed that social support is positively associated with better physical and mental health, less burnout, beneficial effects on unemployment (Bolton & Oatley, 1987; Mallinckrodt and Fretz, 1988), and adolescents' perceptions of educational and career opportunities (Wall, Covell, & Macintyre, 1999).

Attachment theory (Bowlby, 1982) has been useful for much of the research that has increased our understanding of the function of interpersonal relationships in the career choice and development. According to Bowlby, individuals at any age are better adjusted when they have confidence in the accessibility and responsiveness of a trusted other. In the application of attachment theory to career

development, Blustein (1995) hypothesized that characteristics of secure attachment relationships promote self exploration and the exploration of educational and vocational environments.

But parental influence on career choice is not always positive. Middleton and Loughhead (1993) have defined three categories of parental involvement in adolescents' career development as being either positive involvement, non-involvement or negative involvement. They point out that the greatest anxiety adolescents feel about their career decisions is due to parents' negative involvement, with these parents often acting in a controlling and domineering way in their children's attempts at career choice. Middleton and Loughhead's research showed that the children of 'negative involvement' parents often pursue careers which have been selected by their parents rather than those they would choose for themselves rather than disappoint their parents or go against their wishes. Furthermore, these children can feel a strong sense of frustration and guilt when they do not meet their parents' expectations. Following parental expectations of success results in "mental health problems, estranged parent-child relationships, or in socially delinquent behaviours" according to Middleton and Loughhead. Penick and Jepsen (1992) reported that "adolescents from enmeshed families may have difficulty mastering career development tasks because they are unable to distinguish their own from parental goals and expectations".

Parent and family influences on adult emotional stress and self esteem later in life

Recent research by Maller, Charles, Neupert and Almeida (2010), Shaw, Krause, Chatters, Connell, & Ingersoll-Dayton, (2004) and Antonucci, Akiyama, & Takahashi, (2004) and has shown that adults who report having high-quality relationships with their parents during childhood have better overall mental health and are at decreased risk for mental disorders later in life compared with those who report low parental relationship quality. In the past, researchers have often excluded the role that fathers may play in the long-term development of their children and have focused mainly on the mother-child relationship. Results from research carried out by Maller, Charles, Neupert and Almeida (2010) indicate that mother-child relationship quality was related to lower levels of daily psychological distress. They reported that the

quality of both mother–child and father–child relationships was related to stressor exposure, but only father–son relationship quality was related to lower levels of emotional reactivity to stressors during adulthood.

The quality of parenting one receives during childhood has lasting effects on health and well-being (Shaw, Krause, Chatters, Connell, & Ingersoll-Dayton, 2004). Childhood experiences in terms of the level and quality of support, nurturance, and affection received from parents are strong predictors of psychological and physical well-being throughout life (Antonucci, Akiyama, & Takahashi, 2004) though Aquilino (1997) has questioned the extent to which these perceptions vary across development and into adulthood.

Research by Rossi & Rossi (1990) however, suggests that a person’s view of their relationships with parents remain relatively consistent from adolescence to adulthood.

Researchers Repetti, Taylor and Seeman (2002) have investigated how the receipt of poor parenting in childhood leads to lower reported levels of mental health in later life. Results from this research also suggest that children who receive chaotic, harsh, or neglectful care from their parents develop poor emotion regulation strategies and this leads to them being more susceptible to emotional distress later in life. Adult ratings of low parental quality experienced during childhood have been related to higher levels of negative emotionality in adulthood, including depression, hostility, anger, and anxiety (Lehman, Taylor, Kiefe, and Seeman, 2009). Diehl, Elnick, Bourbeau, and Labouvie-Vief conducted research in 1998 involving adults who reported poorer quality relationships with their parents during childhood, and the results from that research suggest these adults experience both lower self-confidence and lower emotional well-being than their higher scoring counterparts.

A lot of past research on parenting typically focuses on the mother as the primary caregiver. Researchers, however, are increasingly interested in the contributions of both the mother and father on a child’s long-term development. Parke (1996) and other researchers such as Baumrind (1980), Blankenhorn (1995), Dempsey (2000) and Lamb (1997) suggest mothers spend more time in routine care giving activities with their children and are most often the primary source of physical comfort and safety for the child

contrasting with fathers who more often engage the child in physical and stimulating interaction during play (Parke & Tinsley, 1987). It has been shown that through these types of interactive play, including rough and tumble (Blurton Jones, 1976) talking and recreational activities (Jacklin, DiPietro, & Maccoby, 1984 and Lamb, 1997), children express care and intimacy for one another (Reed and Brown, 2000) and develop emotion regulation and problem-solving skills (Biller, 1993; Labrell, 1996). In addition research carried out by Paquette (2004) showed that fathers tend to encourage children to take more risks, at the same time ensuring their safety and providing an environment where the children can learn to navigate through unfamiliar situations and to stand up for themselves. Thus, mothers may play a stronger role for shaping overall safety and emotional health, and fathers may have a stronger influence in shaping a child's sense of competence for handling and adapting to new challenges (Biller & Solomon, 1986), as well as managing emotions (Easterbrooks & Goldberg, 1990) and adapting to stressful situations (Biller, 1993).

Palladino Schultheiss, Kress, Manzi and Glasscock, (2001) reported esteem support in their research, saying "esteem support includes those responses...that reflected feeling pushed to perform up to one's potential, feeling another's confidence in their abilities, experiencing freedom regarding exploration and decision making, being encouraged to be responsible for one's decisions, and learning from one's mistakes." (p226). One example given in their report centred on a father offering freedom regarding exploration: "he gave us freedom. We could make our mistakes and come back and tell him, and he would just say, "Don't do it again". I think he encouraged us a lot and I know we can make mistakes. I am not afraid of making mistakes because I can come back and he will say everything is alright. When I told him "I think I am going to fail," he said "go ahead and fail". So actually he was using reverse psychology. It removed the fear of failure". (p227). Feeling encouraged to freely explore and commit to a decision, to learn from one's own mistakes and take responsibility for decisions made can be instrumental in career choice and development as these can serve as a source of motivation and self confidence, leading to improved persistence and achievement later in life. Palladino Schultheiss, Kress, Manzi and Glasscock, (2001) also reported the connection between support and the reduction in stress being most clearly

articulated by those who described the direct role of relationships in reducing stress and alleviating pressure as career choices became more imminent. The process of turning to others when making a difficult career decision is consistent with the findings of Phillips (2001), who identified the way others are involved in individual decision making.

Rational for the proposed research

All these studies impress on us the importance of the quality of parental relationships in childhood on later emotional well-being. The rational behind this piece of research is that if the quality of parenting in childhood is so influential, as claimed by the researchers discussed above, we should be able to see the effects of quality parenting reflected in the position attained in the workplace. In order to progress up through the workforce and successfully achieve a higher position one needs to be able to regulate emotions during difficult circumstances, apply problem solving skills, take risks and manage to navigate through unfamiliar situations and to stand up for oneself, all outcomes of good father-child relationships according to Biller (1993) and Labrell (1996) . In order to measure ‘position attained’ in the workforce the Irish Public Service provides us with a work environment in which there is a grading structure which can be assessed in terms of the level of position attained and can thus be examined and compared with the other variables to be assessed during this research, i.e. self-esteem and hostility. Data was also gathered to see if there is a positive correlation between parents having a third level education and the position attained in the workforce by the child later in life as claimed by Mortimer (1992) and DeRidder, (1990), discussed above.

The overall purpose of this research therefore is to examine father-child reciprocity and add to the already existing body of knowledge about parental relationships by investigating if positive reciprocity in the relationship between father and child

- a) influences the professional position the adult achieves in the workplace,
- b) influences the levels of Self Esteem in the adult and
- c) Influences levels of Hostility in the adult.

The following hypotheses will be tested in this research;

- 1) There will be a positive relationship between higher levels of reciprocity with the father and the professional position achieved within the workplace.

- 2) There will be a positive correlation between levels of reciprocity with the father and levels of self-esteem.
- 3) There will be a negative correlation between levels of Reciprocity with the father and levels of Hostility
- 4) There will be a negative correlation between levels of self esteem and hostility.

Method

Materials

The study collected biographical data on grade achieved in the workplace, gender, number of children in the childhood family, birth position in the family, level of education achieved by the mother and/or father and the age bracket the respondent fell into.

3 existing questionnaires measuring Reciprocity with the father, Self-Esteem and Hostility were also used.

The first part of the questionnaire collected the biographical data on grade achieved in the workplace, gender, number of children in the childhood family, birth position in the family, level of education achieved by the mother and/or father and the age bracket the respondent fell into.

Part two was the Perception of Parental Reciprocity Scale (POPRS) developed by Wintre, Yaffe & Crowley in 1995 to assess the extent of perceived mutual reciprocity in adolescents'/young adults' relations with their parents. The Total POPRS scale consists of 43 items, the General POPRS subscale is made up of 9 items, the Mother POPRS subscale is made up of 17 items and the Father POPRS subscale is made up of 17 items. The 17 items from the Father POPRS Scale were used and scored on a 6 point Likert Scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree) with items 2, 8 and 9 being reverse scored. Scores are summed to give an overall score for levels of reciprocity, with higher scores indicating higher levels of reciprocity.

The third part of the questionnaire gathered data on Self-Esteem which was measured using the Rosenberg Self-Esteem Scale. This scale comprises 10 items and uses a 4 point Likert Scale ranging from 3 (Strongly Agree) to 0 (Strongly Disagree) and items 2, 5, 6, 8 and 9 were reverse scored. Scores were summed to give an overall score for self-esteem with a higher score denoting a higher level of self-esteem.

The fourth and final part of the questionnaire measured levels of Hostility using the Buss-Perry Hostility Scale. This scale comprises 8 items and uses a 7 point Likert Scale ranging from 1 (Extremely Uncharacteristic of me) to 7 (Extremely Characteristic of me). The scores for each item were summed and a higher score indicates a higher level of hostility.

Questionnaires were administered along with a cover letter outlining the purpose of the research, the voluntary nature of participation and explaining that the participant could withdraw from participation at any time during completion of the questionnaire. Participants were also advised in the cover letter that completed questionnaires would be treated in the strictest confidence and findings would not be shared or used within the workplace. A copy of the composite questionnaire used along with the cover letter can be found in Appendix C.

Eligibility

As the survey was primarily interested in the influence of the father on career progression, 'Father' for the purposes of the study was defined as 'biological or adopted father'.

Participants

88 participants took part in the study. Participation was entirely voluntary and no incentives were offered. There were 45 male and 43 Female participants. The sample of 88 was taken from an Irish Government organisation which has a well defined grading structure and this allowed the variable 'position achieved in the workforce' to be easily assessed.

The sample consisted of 17 from grade 'B', 16 from grade 'C', 3 from grade 'D', 6 from grade 'EO', 2 from grade 'T2', 4 from grade 'SO', 4 from grade 'E', 28 from grade 'SSO', and 8 from grade 'PSO'. These participants were categorised into the 3 groups

'Administrative', 'Technical' and 'Managerial' for the purposes of this research. There were

36 in the Administrative group, 12 in the Technical group and 40 in the Managerial group. All participants were full time workers.

Design

This piece of research was a cross-sectional sample of convenience study. No interventions were conducted. The criterion variables were 'Grade achieved within the workplace', 'Self – Esteem' and 'Hostility' which were measured using parts 1, 3 and 4 of the questionnaire. The Predictor variable was Reciprocity and was measured using part 2 of the questionnaire.

Procedure

Permission was obtained from the organisations Human Resources department to distribute the composite questionnaire. Questionnaire packs were assembled which comprised copies of the questionnaire along with the cover letter that were put into envelopes and addressed using printed labels made out to the researcher. All participants therefore received identical questionnaire packs. The participants were approached individually and the researcher outlined the purpose of the study while at the same time explaining participation was entirely voluntary and that the participant could withdraw their involvement at any time while they were completing the questionnaire. They were advised that due to the confidential nature of the process they could not be identified once they had submitted their questionnaire, thus at that stage withdrawal of their involvement would not be possible. It was also explained that completed questionnaires would be treated in the strictest confidence and findings would not be shared or used within the workplace. The researcher left copies of the questionnaire with participants who could complete them at their leisure and return them in the addressed envelope provided through the internal post system. Participant's attention was drawn to the support organisations listed on the back page of the questionnaire. As the questionnaire packs

were returned they were opened and recorded using sequential numbering starting at '1' for control purposes.

Data Analysis

The data was entered into SPSS 18 to analyse the results using statistical tests. Descriptive statistics were carried out on the data to find means and standard deviations. Pearson correlation tests were carried out to examine if correlations exist between the three variables of Reciprocity, Self Esteem and Hostility. One way ANOVA tests were then carried out to compare levels of Reciprocity, Self Esteem and Hostility between three groups identified by grade, Administration, Technical and Managerial.

Results

Descriptive Statistics of Biographical Data

There were 88 participants in this study. Fig. 3 shows there were 45 Male and 43 Female respondents. These were spread over 9 different grades in the organisation as shown in Fig. 1. These 9 different grades were allocated to the three groups 'Administrative', 'Technical' or 'Managerial'. The majority of 28 came from the SSO grade within the 'Managerial' grade group. The lowest number came from the T2 'Technical' grade group. The overall numbers for each of the three groups are shown in Fig. 2.

When data relating to the number of children in respondents families is examined it can be seen that 6 respondents came from a one child family, 44 came from a family of 2 to 3 children, 25 from a family of 4 to 5 children and 13 from a family with more than 5 children. Data is shown in a bar chart in Fig. 4.

In relation to data collected on the respondents birth position in the family it can be seen from Figure 5 that the majority of 31 respondents were first born children, 19 were second born, 16 were third born and 11 were 4th born. The final 11 were reported as being later than 4th born.

Table 1: *3rd level education of respondent's parents*

Parent with education	Frequency	Percent	Valid %	Cumulative %
Mother	2	2.3	2.3	2.3
Father	19	21.6	21.6	23.9
Both	6	6.8	6.8	30.7
Neither	61	69.3	69.3	100.0
Total	88	100.0	100.0	

Respondents were asked to report on education levels of their parents. From the frequency table above we can see that the majority of 69.3% of respondents reported that neither parent had a third level education while 21.6% reported their father only had a third level education. Just 2.30 % reported their mother only had third level education while 6.8% reported that both mother and father had a third level education. These figures are shown in pie chart format in Fig. 6.

Table 2: *Age bracket of respondent*

Age Bracket	Frequency	Percent	Valid %	Cumulative %
21 to 25	4	4.5	4.5	4.5
26 to 30	6	6.8	6.8	11.4
31 to 35	8	9.1	9.1	20.5
36 to 40	21	23.9	23.9	44.3
41 to 45	15	17.0	17.0	61.4
46 to 50	13	14.8	14.8	76.1
51 to 55	8	9.1	9.1	85.2
56 to 60	13	14.8	14.8	100.0
Total	88	100.0	100.0	

The majority of respondents came from the 36 to 40 years age group at 23.9%, followed by 17% coming from the 41 to 45 age group and 14.8% coming from the 46 to 50 and 56 to 60 age groups as can be seen from Table 2 above.

Psychological Variables

Table 3: *Descriptive Statistics of three Psychological Variables*

Variable	Mean	Standard Deviation
Reciprocity	71.73	14.64
Self Esteem	23.06	5.27
Hostility	19.20	8.63

Three psychological measures were used in this research, ‘Reciprocity’, ‘Self Esteem’ and ‘Hostility’. Data from each of these measures was plotted on histograms and checked for normality by imposing a normal curve as can be seen in Fig. 8, in Fig. 9 and Fig. 10.

The measure ‘Reciprocity’ had a Mean value of 71.73 and a Standard Deviation of 14.64, the measure ‘Self Esteem’ had a Mean value of 23.06 and a Standard Deviation of 5.27 and The measure ‘Hostility’ had a Mean value of 19.20 and a Standard Deviation of 8.63.

Inferential Statistics

Table 4: *Correlation Table*

Variables	Reciprocity	Self Esteem	Hostility
Reciprocity	-	-	-
Self Esteem	0.076	-	-
Hostility	-0.122	-0.533**	-

**Correlation is significant at the 0.01 level (2-tailed)

A Pearson Correlation was performed to examine the relationship between levels of Hostility and Self Esteem. The mean scores for Hostility was 19.20 (SD = 8.63) and for Self Esteem was 23.06 (SD = 5.27). A Pearson correlation coefficient found that there was a strong

negative significant relationship between Hostility and Self Esteem ($r(83) = 0.53, p < 0.01$). The hypothesis predicted there will be a negative relationship between levels of Self Esteem and Hostility, therefore the null hypothesis is rejected.

A second Pearson Correlation was performed to examine the relationship between levels of Reciprocity and Self Esteem. The mean scores for Reciprocity was 71.73 (SD = 14.64) and for Self Esteem was 23.06 (SD = 5.27). A Pearson correlation coefficient found that the relationship between Reciprocity and Self Esteem was positive; however the result was not statistically significant.

In order to examine the relationship between levels of Reciprocity and Hostility a third Pearson Correlation was performed. The mean scores for Reciprocity was 71.73 (SD = 14.64) and for Hostility was 19.20 (SD = 8.63). A Pearson correlation coefficient found that the relationship between Reciprocity and Hostility was negative and not significant.

Table 5: ANOVA Results Table

Variable	Group	Mean	SD	F	df	p
Reciprocity	Administrative	70.03	15.84	1.79	2	0.173
	Technical	79.00	13.67	1.79	2	0.173
	Managerial	71.03	13.45	1.79	2	0.173
Self Esteem	Administrative	21.74	5.65	3.08	2	0.051
	Technical	21.92	4.87	3.08	2	0.051
	Managerial	24.56	4.74	3.08	2	0.051
Hostility	Administrative	19.74	10.27	0.11	2	0.890
	Technical	19.17	6.50	0.11	2	0.890
	Managerial	18.75	7.80	0.11	2	0.890
Reciprocity	0-1 Children in Family	62.83	15.53	1.67	3	0.179

	2-3 Children in Family	72.05	12.44	1.67	3	0.179
	4-5 Children in Family	75.54	15.13	1.67	3	0.179
	Over 5 Children in Family	67.42	19.18	1.67	3	0.179
Reciprocity	1 st Born Child	73.77	12.61	0.32	4	0.861
	2 nd Born Child	70.21	13.79	0.32	4	0.861
	3 rd Born Child	72.35	16.37	0.32	4	0.861
	4 th Born Child	68.73	20.51	0.32	4	0.861
	Later than 4 th Born Child	70.67	13.74	0.32	4	0.861
Reciprocity	Mother only had 3 rd level education	89.00	0.00	2.52	3	0.063
	Father only had 3 rd level education	76.44	11.48	2.52	3	0.063
	Both mother and father had 3 rd level education	77.00	19.13	2.52	3	0.063
	Neither mother or father had 3 rd level education	69.22	14.62	2.52	3	0.063
Reciprocity	Age 21-25	72.00	6.98	1.76	7	0.107
	Age 26-30	79.50	15.73	1.76	7	0.107
	Age 31-35	74.75	15.94	1.76	7	0.107
	Age 36-40	71.80	13.92	1.76	7	0.107
	Age 41-45	72.79	15.37	1.76	7	0.107
	Age 46-50	60.92	11.11	1.76	7	0.107
	Age 51-55	68.75	7.06	1.76	7	0.107
	Age 56-60	77.62	18.23	1.76	7	0.107

Comparison of levels of Reciprocity with the father and grade achieved

The first hypothesis in this piece of research is that there will be a positive relationship between higher levels of reciprocity with the father and the professional position achieved within the workplace. A one way ANOVA test on reciprocity showed there is no significant difference in levels of reciprocity with the father between the three groups 'Administration', 'Technical' and 'Managerial' ($F(2,83) = 1.79, p = 0.17$).

The largest Mean value for Reciprocity was 79.00 for the Technical grades and the smallest was 70.03 for the Administrative grades. The largest mean difference was between the Administrative and Technical groups at 8.97 and the smallest mean difference was between the Administrative and Managerial groups at 0.99.

Comparison of levels of Self Esteem and grade achieved

A one way ANOVA test on levels of Self Esteem in the three groups 'Administration', 'Technical' and 'Managerial' showed there is no significant difference in self esteem levels between groups, ($F(2,82) = 3.08, p = 0.051$).

The largest Mean value for Self Esteem was 24.56 for the Managerial grades and the smallest was 21.74 for the Administrative grades.

The largest mean difference was between the Administrative and Managerial groups at 2.82.

The smallest mean difference was between the Administrative and Technical groups at 0.18.

Comparison of levels of Hostility and grade achieved

A one way ANOVA test on levels of Hostility in the three groups 'Administration', 'Technical' and 'Managerial' showed there was no significant difference in levels between groups, ($F(2,83) = 8.92, p = 0.89$).

The largest Mean value for Hostility was 19.74 for the Administrative grades and the smallest was 18.75 for the Managerial grades.

The largest mean difference was between the Administrative and Managerial groups at 0.98.

The smallest mean difference was between the Technical and Managerial grades at 0.41.

Comparison of levels of Reciprocity and number of children in the family

A one way ANOVA test on levels of Reciprocity and the number of children in the family showed there was no significant difference in those that came from families that had 0-1, 2-3, 4-5 or more than 5 children in the family, ($F(3,82) = 1.67, p = 0.17$).

The largest mean value for Reciprocity was 75.54 for those from families of 4-5 and the smallest was 62.83 for those from families that had 1 child.

The largest mean difference was 12.70 between the families with 0-1 and 4-5 children.

The smallest mean difference was 3.49 between the families with 2-3 and 4-5 children.

Comparison of levels of Reciprocity and birth position

A one way ANOVA test on levels of Reciprocity and birth position in the family showed there was no significant difference between those that were 1st, 2nd, 3rd, 4th or later than 4th born children, ($F(4,81) = 0.32, p = 0.86$).

The largest mean value for Reciprocity was 73.77 for those that were 1st born and the smallest was 68.73 for those that were 4th born.

The largest mean difference was 5.04 between those that were 1st born and those that were 4th born. The smallest mean difference was 0.45 between those that were 2nd born and those that were later than 4th born.

Comparison of levels of Reciprocity and parental 3rd level education

A one way ANOVA test on levels of Reciprocity and the levels of parental education showed there was no significant difference between groups whose father, mother, neither or both had 3rd level education, ($F(3,82) = 2.56, p = 0.06$).

The largest mean value for Reciprocity was 89.00 for those whose mother only had 3rd level education and the smallest was 69.22 for those that came from families where neither father nor mother had a 3rd level education.

The largest mean difference in levels of reciprocity was 19.78 between the groups whose Mother had a 3rd level education and the group where neither father or mother had a 3rd level education.

The smallest mean difference in levels of reciprocity was 0.55 between the groups whose father had 3rd level those where both father and mother had 3rd level education.

Comparison of levels of Reciprocity and age bracket of respondent

A one way ANOVA test on levels of Reciprocity and the age bracket of respondents showed there was no significant difference in levels of reciprocity between those from different age bracket groups, ($F(78,7) = 1.76, p = 0.10$).

Those from the 26-30 age bracket had the largest mean value for Reciprocity (79.50) while the smallest value was 60.92 for those in the 46-50 age bracket.

The largest mean difference in levels of reciprocity was 18.57 between those who came from the 26-30 and 46-50 age brackets.

The smallest mean difference in levels of reciprocity was 0.20 between those who came from the 21-25 and 36-40 age brackets.

Table 6: *Independent Samples t-test*

Variable	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Reciprocity - Male	69.23	14.72			
Reciprocity - Female	74.36	14.26			
Equal variances assumed			-1.64	84	0.105

There were 45 Male (Mean 69.23, SD 14.72) and 43 Female (Mean 74.36, SD 14.26) respondents in this study. An independent Samples t-test showed there was no significant difference in levels of Reciprocity between males and females ($t = (86) = -0.16, p = .105$).

Discussion

Research carried out by Youniss and Smollar (1985) examined the role of reciprocity in the functional relationship between a child and its parents. It was suggested that positive outcomes come about in those parent-child relationships in which the child's views are respected and the relationship between the parent and child is understood as being between two relative equals. For the purposes of this research, the data shown in the results section has been gathered in order to examine the positive outcomes of parent child relations, specifically relationships with the father, and how this relationship influences the professional position the child achieves later in life as an adult in the workplace. Levels of hostility in adulthood are also influenced by parent child relationships according to D.W.Brook (2002), and Antonucci, Akiyama and Takahashi (2004) highlighted high-quality relationships with parents leading to high levels of self esteem when the child reaches adulthood. The results from this research were also used to examine these two variables, hostility and self esteem levels in professional positions.

Several hypotheses were proposed and tested in this research, the first being that there will be a positive relationship between higher levels of reciprocity with the father and the professional position achieved within the workplace. This first hypothesis was tested using a one way ANOVA. The results of this ANOVA test showed no significant difference between groups in levels of reciprocity. Of the three groups in the test the highest levels of reciprocity were found to be in the 'Technical' group, not the 'Managerial' group as suggested by the hypothesis as shown in Fig. 15. An attempt at explaining this result using sociological arguments would suggest a close interaction between fathers and sons while 'tinkering' in the garden shed, and that those sons had then go on to follow their fathers footsteps and work in the technical professions. Research by Montgomery (1992) and Marso and Pigge (1994)

demonstrated that this line of reasoning is not without foundation, with family influences on career choice encouraging offspring to follow in the footsteps of their parents when choosing their own career. Looking at the lower Mean value scores for reciprocity we see that the Administrative group scored lowest of the three groups. Further research is needed on a larger population and to establish the gender breakdown in this group but traditionally the administration sector sees a higher level of female than male employee. Interpretation of these results could lead to the conclusion that levels of reciprocity are lower in females if they do indeed comprise the majority of the administrative group, however, an independent Samples t-test for this population showed there was no significant difference in levels of Reciprocity between males and females. The hypothesis that there will be a positive relationship between higher levels of reciprocity with the father and the professional position achieved within the workplace has therefore not been supported with significant statistical findings in this research.

The second hypothesis suggested a positive correlation between levels of reciprocity with the father and levels of self-esteem may exist. When a Pearson correlation was used to examine the levels of self esteem with levels of reciprocity the results showed the mean scores for Reciprocity was 71.73 and for Self Esteem was 23.06. While the Pearson correlation coefficient found that the relationship between Reciprocity and Self Esteem was indeed positive, the result was not statistically significant for this population. Levels of self esteem in the three groups were also compared using a one way ANOVA test and results showed there is no significant difference in self esteem levels between the three groups 'Administration', 'Technical' and 'Managerial'. The largest Mean value for Self Esteem was 24.56 for the Managerial grades and the smallest was 21.74 for the Administrative grades. At first reading of these results an interpretation could be made that higher self esteem levels lead to

individuals advancing their positions and thus progress upwards through the grades. However, we cannot make predictions in terms of cause and effect here, as the higher levels of self esteem as reported above could actually be due to the persons finding themselves in positions with a higher status and developing higher levels of self esteem as a consequence. This effect has been reported in "Self-Esteem and Excellence: The Choice and the Paradox" by Lerner (1985).

Levels of Hostility in the three groups were compared using a one way ANOVA test. The hypothesis put forward in this case suggested there would be a negative correlation between levels of Reciprocity with the father and levels of Hostility. However, when the result of a Pearson correlation carried out between levels of Reciprocity and Hostility is reviewed it is found that the relationship between Reciprocity and Hostility, while indeed negative, was not statistically significant. Biller (1993) and Labrell (1996) have outlined the benefits of good father-child relationships in regulating emotions, a skill one would indeed expect in a person holding a managerial position expected to manage other people and situations. The results above, while not statistically significant, do indicate lower levels of hostility with higher levels of reciprocity, and that these levels of hostility are lower in the managerial grades and higher in the administrative grades. It should be pointed out though that in the current economic climate and the financial position many lower paid administrative workers find themselves in with more and more cuts to their salaries may be influencing levels of anger and hostility reflected in the results, and in more favourable economic times levels of hostility in this group could possibly be lower.

The fourth hypothesis proposed there will be a negative correlation between levels of self esteem and hostility. A Pearson Correlation was performed to examine the relationship

between levels of Hostility and Self Esteem for this population and found that there was a strong negative significant relationship between Hostility and Self Esteem. When further investigations were carried out to examine hostility levels between the three grades 'Administration', 'Technical' and 'Managerial' a one way ANOVA test found that there was no significant difference in levels between groups. The largest Mean value for Hostility was 19.74 for the Administrative grades and the smallest was 18.75 for the Managerial grades. A traditional view holds that low self-esteem causes aggression, but previous work has not confirmed this (Baumeister, Bushman and Campbell ,2005). According to Baumeister, Bushman and Campbell the link between self-regard and aggression is best captured by the theory of 'threatened egotism' which suggests aggression is a means of defending a highly favourable view of self against someone who seeks to undermine or discredit that view.

Mortimer (1992), in a study of the influences on adolescents' vocational development, reported that parental education was the variable that had the most influence and effect on educational plans and occupational aspirations, and that parents with postsecondary education tend to pass along its importance to their children. Conversely, lower levels of parent education have been shown to have a negative influence on adolescents' career development according to DeRidder, (1990). Results from a one way ANOVA in this research has shown that those whose mother solely had a third level education had the highest levels of reciprocity, followed by those with both father and mother having a third level education, then those with just the father having third level education. Lowest levels of reciprocity were found to be in that group where neither the mother nor father had a third level education (Fig.13)

Potential problems and limitations of this study

The sample size of 88 was chosen as a sample of convenience from an Irish Public Sector organization as this allowed for assessment of level of advancement and grade achieved. The sample consisted of 17 from grade 'B', 16 from grade 'C', 3 from grade 'D', 6 from grade 'EO', 2 from grade 'T2', 4 from grade 'SO', 4 from grade 'E', 28 from grade 'SSO', and 8 from grade 'PSO'. This sample size and unequal representation from across the grades could have had an impact on the results of the study as the data collected may not be representative of the influences of reciprocity across the full population. There was no controlling for influences such as subjects coming from rural and urban areas or socioeconomic backgrounds which may have influenced the results. This study used a homogenous group of Irish respondents with almost equal representation of males and females. While this research was carried out on an Irish sample, this was an advantage in reflecting reciprocity as it was measured on a single nationality, however it did not allow for any testing to be carried out on reciprocity between other nationalities. Finally, while this research has been carried out in 2013, parental attitudes and levels of involvement with their children change over time. This research is limited in that it has collected data relating to individuals who were born before 1992 so are at least 21 years old in 2013. Many younger children born since 1992 have now moved into the workforce and thus results from that cohort could yield very different results. While research by Rossi & Rossi (1990) suggests that a person's view of their relationships with parents remain relatively consistent from adolescence to adulthood, this could be a factor which influences the results of this research if the view of parental relationships have become more positive as the years passed.

Ideas for future research stemming from these findings

a) Gender:

As this study did not take account of counterbalancing between male and female participants, this research could be carried out using a) a larger population made up solely of males or b) a larger population made up solely of females.

b) Parent:

Reciprocity with the mother could also be a topic for future research, and again a split population of males and females could be researched. Palladino Schultheiss, Kress, Manzi and Glasscock, (2001) highlighted that in their research, participants reported that mothers emphasised education and the financial aspects of career choice and provided influential childhood experiences, hypothesising that a mothers emphasis on education and financial aspects of career choice may reflect concerns for their children that could be associated with personal experience. As there are cultural differences in how mothers are involved with and influence their children, research could be conducted to investigate whether reciprocity with the mother differed between cultural groups, again for mixed gender, male or female populations.

c) Cultures, Nationalities and societies:

Further research could be carried out to see if there are differences in reciprocity between different nationalities, societies and cultures. For example, research carried out between sample populations from individualist and collectivist cultures could yield different results, as could research between populations from more traditional societies from countries such as Japan compared to populations from less traditional societies such as America.

The importance of extended family members may represent an important source of security and support across racial and ethnic groups and developmental stages. It has been suggested that the significance of other attachment bonds—such as those with siblings—may be particularly important when viewed from a cultural and developmental context and there is evidence to support this in research carried out by Kenny and Perez, (1996). From a developmental perspective, siblings may be a significant source of relational security and affection during the individuation phase of development. In addition, the long, shared history of intimate family developmental experiences may contribute to similarities in perceptions and value systems that in turn promote mutual understanding and influence decision making (Ainsworth, 1991). Although Ainsworth (1985) argued that attachment theory should be expanded beyond the mother-child dyad, recent research appears to have been focused almost exclusively on the adolescent-parent dyad to the exclusion of other essential relational units. Further research could be done in this area.

d) Age

Larger populations from specific age groups identified in this research could be used for future research as social outlooks and attitudes will differ among parents depending on their own age group and this would influence levels of reciprocity experienced.

e) Other Relational Factors

Other factors that do not neatly fit into the social support provisions discussed previously can influence us in our relational domains. Presence of these other relational factors suggests that relational influence is indeed complex, extending beyond a socially supportive function. For example, role model influences may have a more prominent role in relationships with one's most important sibling. Thus, in addition to supportive functions, many relational figures may

provide one with a model to admire and aspire to. Future research could therefore focus on the influence of role models in career choice.

f) Applications for this research

While results from this research do not conclusively establish a statistically significant link between positive reciprocity and position achieved in the workplace, further research conducted on the influence of *negative* reciprocity and how that may influence the position achieved in the workplace could offer a different result. Results from a comparative study between positive and negative reciprocity and its effects could be applied in the social psychology field to ensure influences from reciprocity with the parent are understood and negative effects countered to the benefit of the child in later life.

g) Summary;

The overall purpose of this research was to examine father-child reciprocity and investigate if positive reciprocity in the relationship between father and child influences the professional position the adult achieves in the workplace, influences the levels of Self Esteem in the adult and Influences levels of Hostility in the adult. In order to investigate these topics the following hypotheses were tested;

1. There will be a positive relationship between higher levels of reciprocity with the father and the professional position achieved within the workplace.
2. There will be a positive correlation between levels of reciprocity with the father and levels of self-esteem.
3. There will be a negative correlation between levels of Reciprocity with the father and levels of Hostility.
4. There will be a negative correlation between levels of self esteem and hostility.

Results from this study did not support the first hypothesis that higher levels of reciprocity with the father led to a higher professional position being achieved in the workplace. While a positive correlation was found between reciprocity with the father and levels of self esteem, the result was not statistically significant; therefore the second hypothesis was not supported. The third hypothesis that there would be a negative correlation between levels of Reciprocity with the father and levels of Hostility was not supported by this research as the results showed the relationship was indeed negative but not statistically significant. The last hypothesis that there will be a negative correlation between levels of self esteem and hostility was supported by this research as there was a strong negative significant relationship between hostility and self esteem.

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Appendix A.

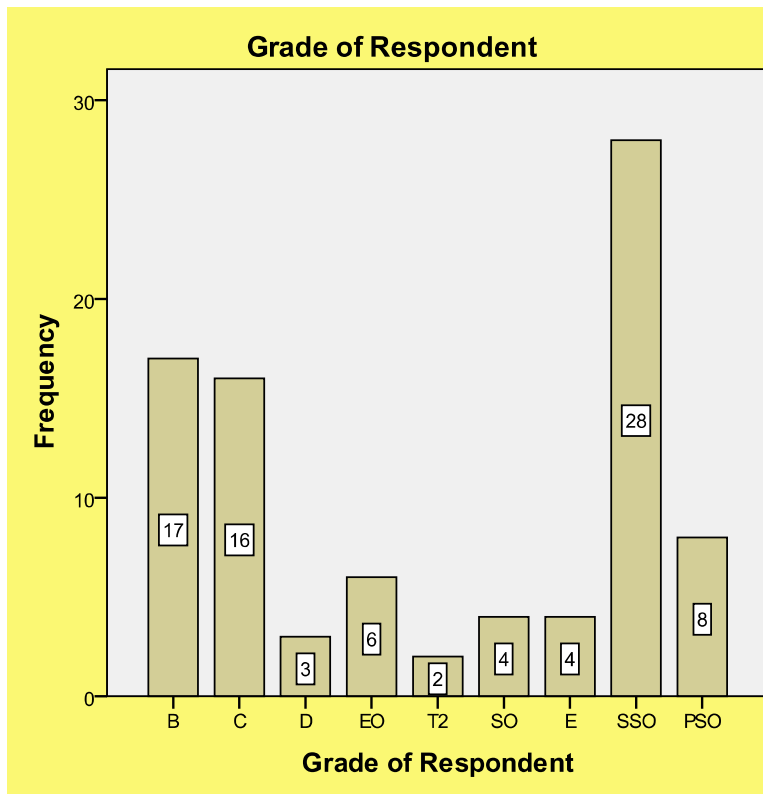
Descriptive Statistics Charts.

Fig.1 Respondent Grades

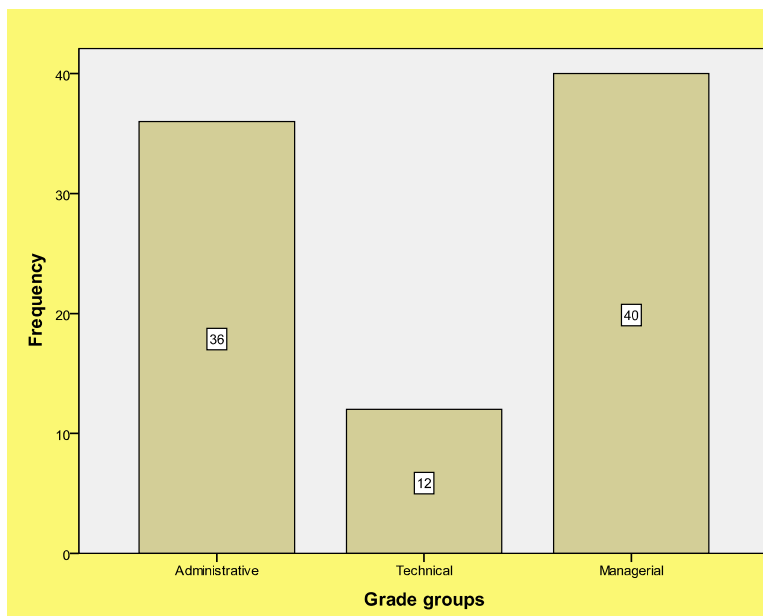


Fig. 2 Grade groups composition

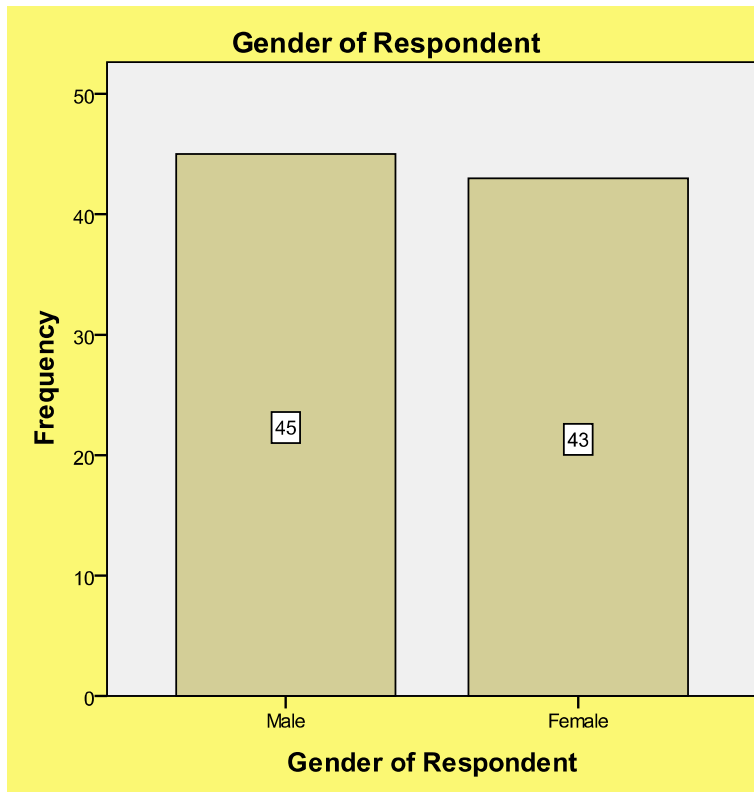


Fig.3 *Gender of respondents*

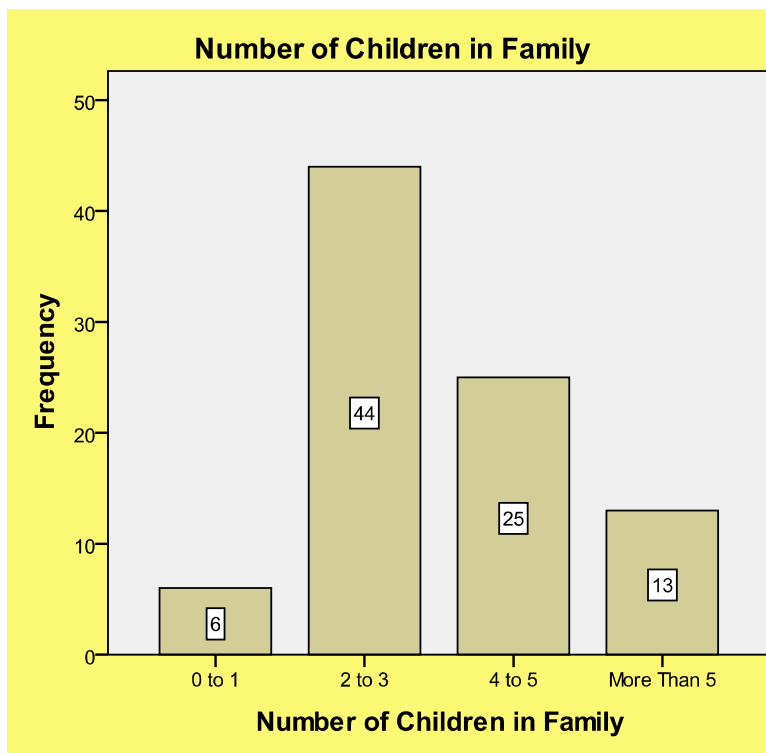


Fig.4 *Number of children in the family*

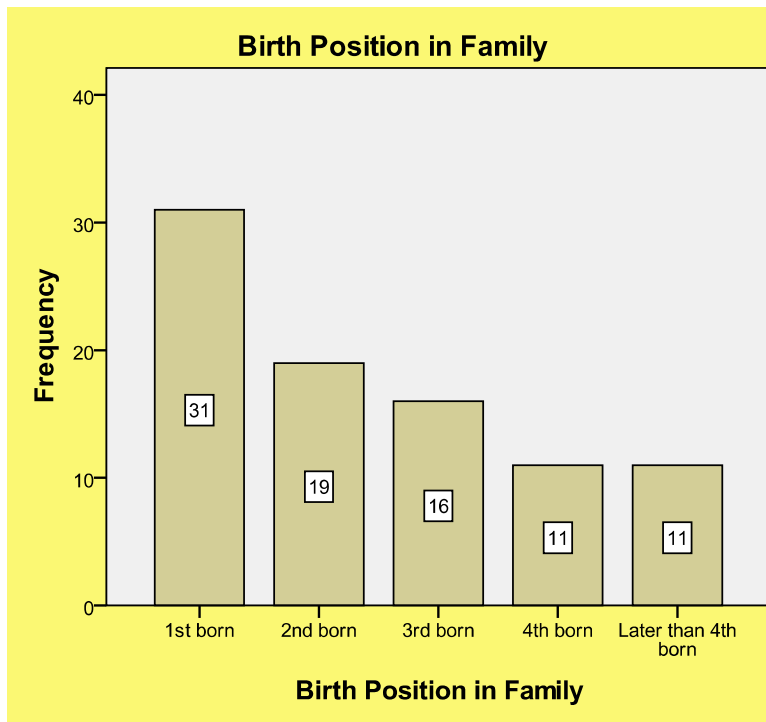


Fig.5 Birth position in the family

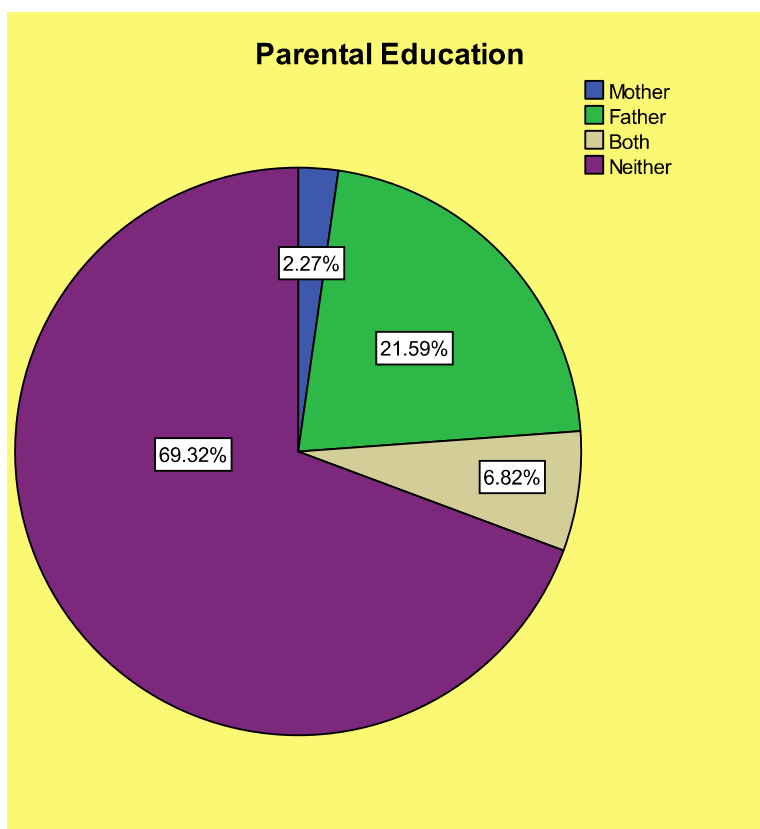


Fig.6 Parents with 3rd level education

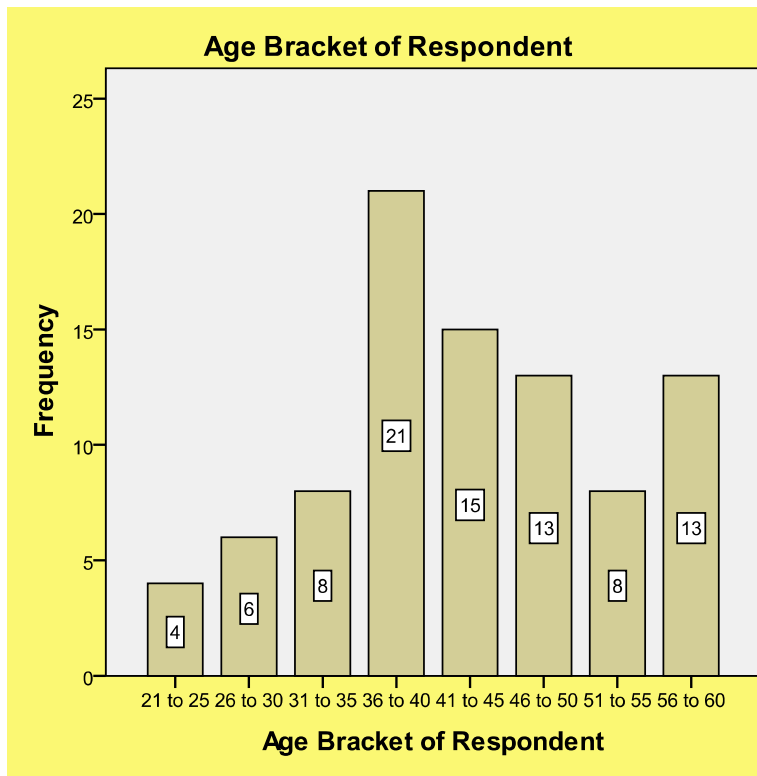


Fig.7 Age bracket of respondent

Appendix B.

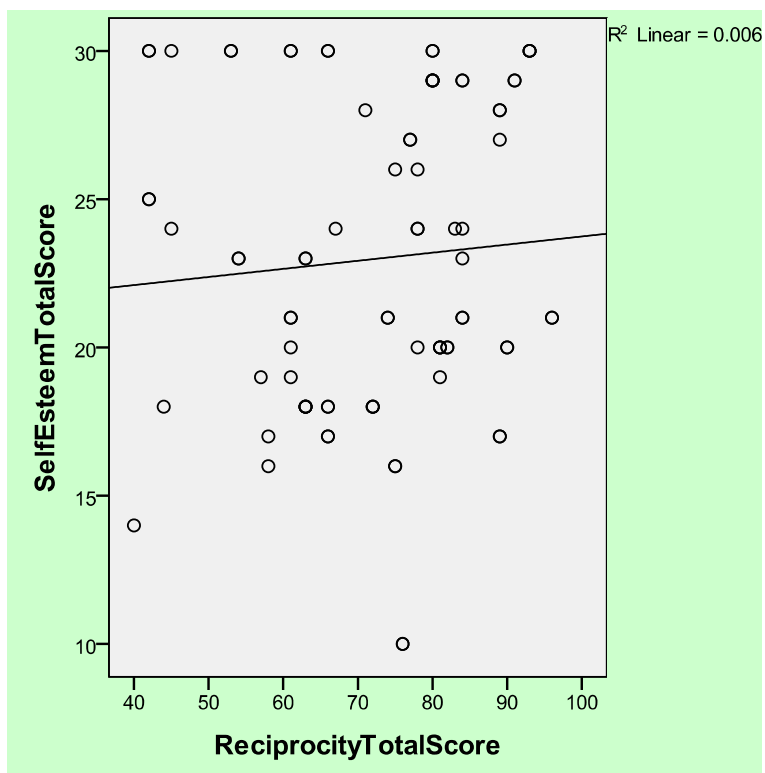


Fig. 8 Scatterplot showing relationship between Reciprocity and Self Esteem

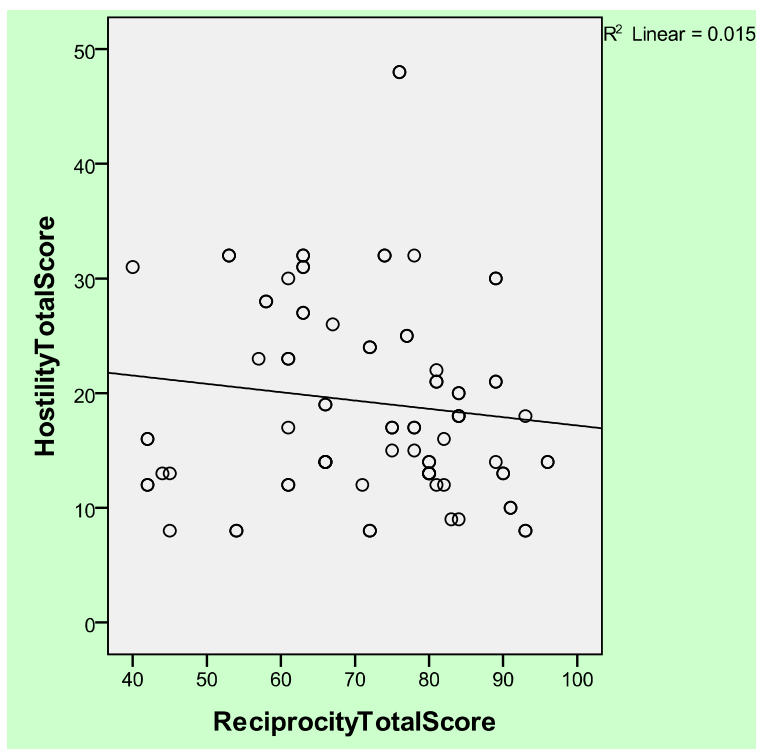


Fig. 9 Scatterplot showing relationship between Reciprocity and Hostility

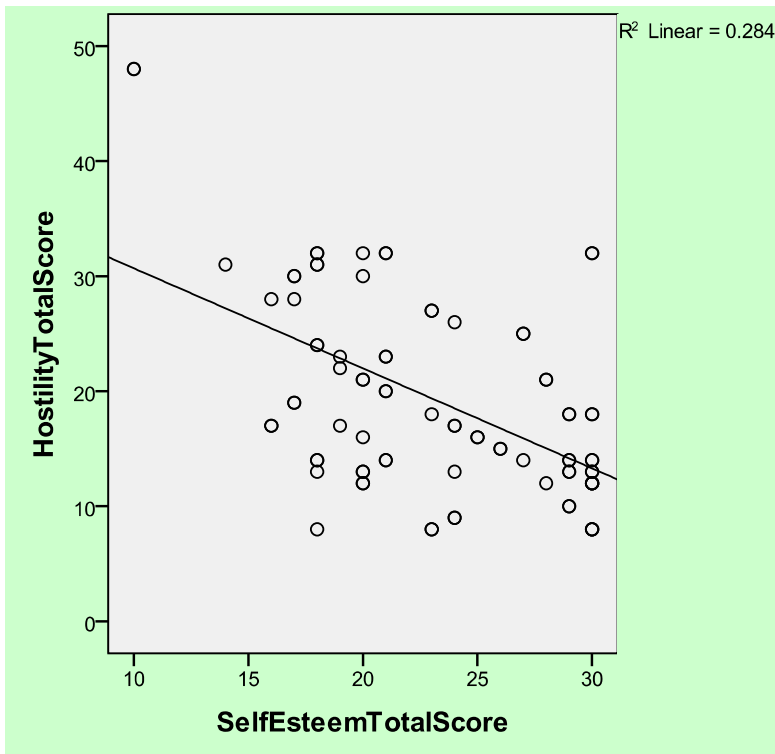


Fig. 10 Scatterplot showing relationship between SelfEsteem and Hostility

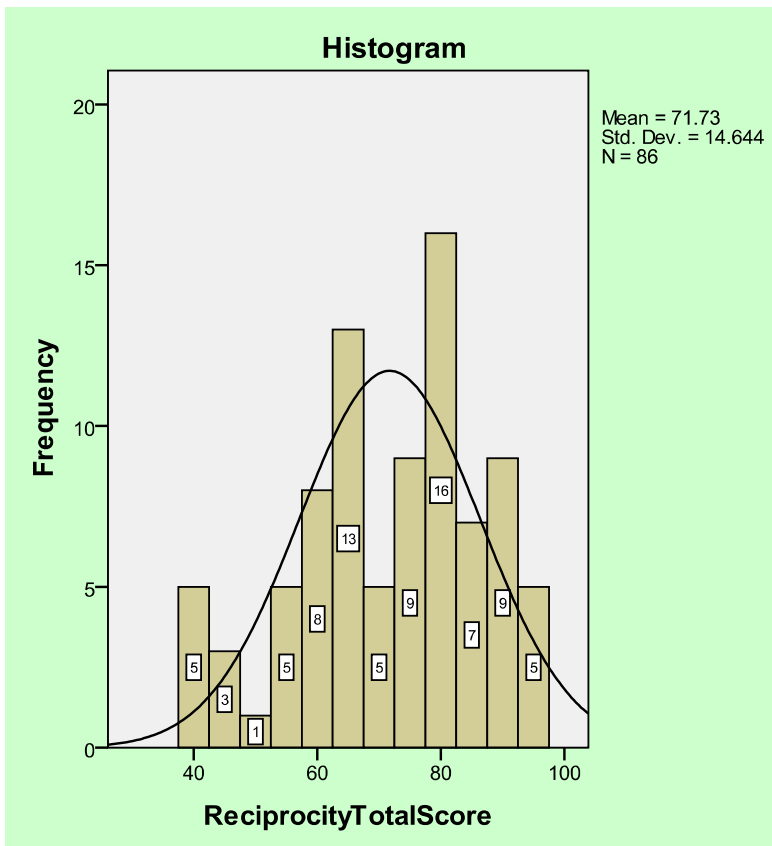


Fig.11 Reciprocity Total Score

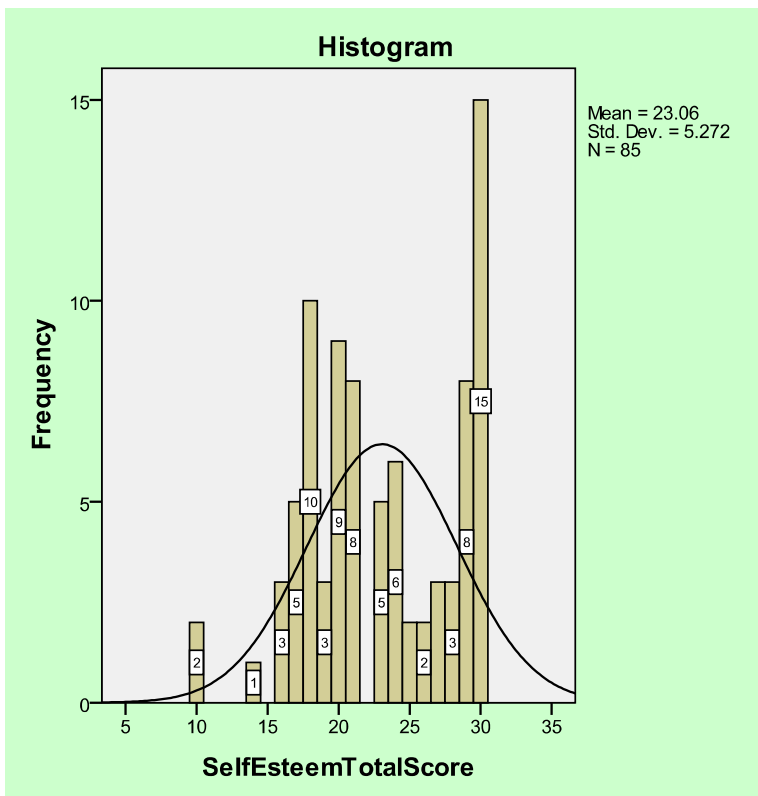


Fig.12 Self Esteem Total Score

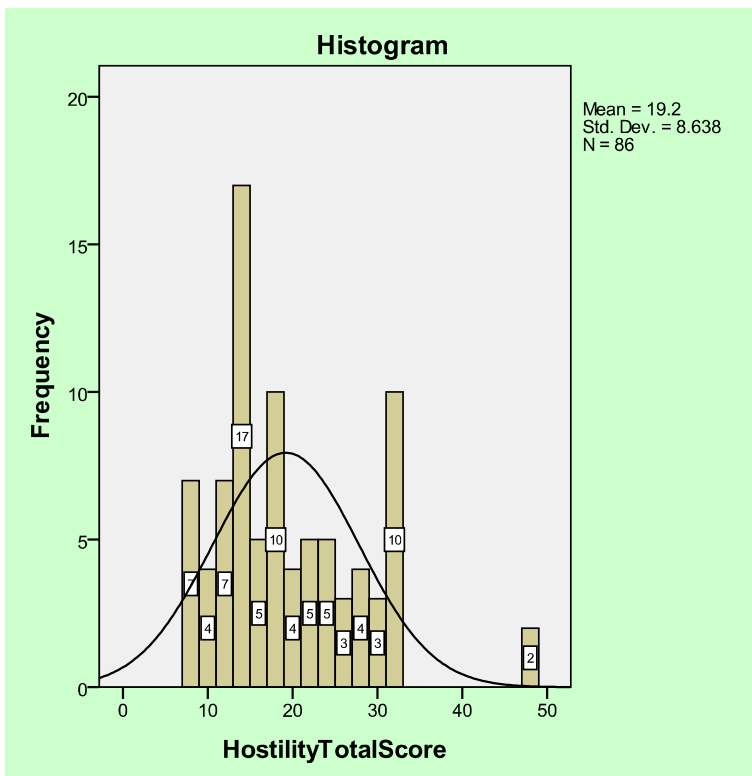


Fig.13 Hostility Total Score

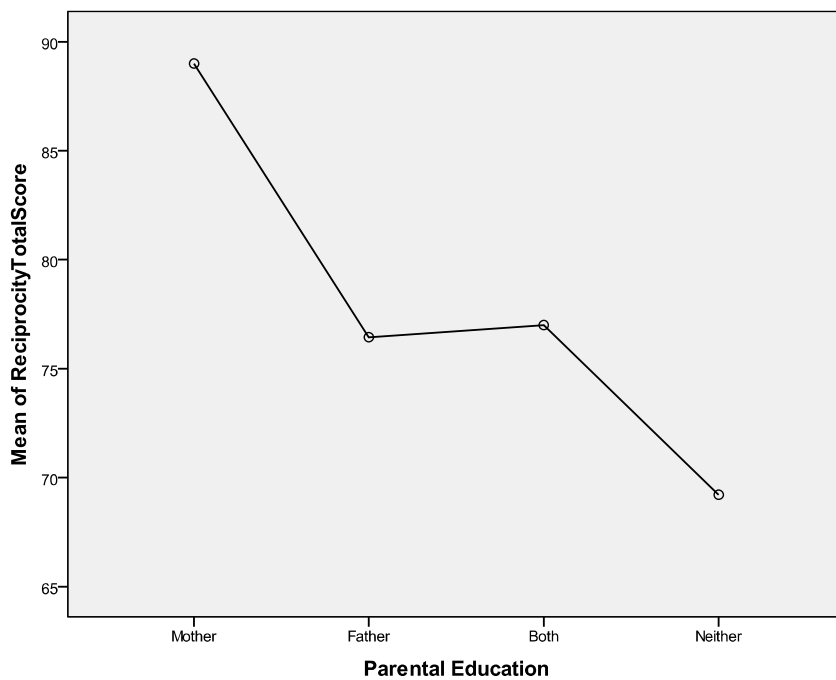


Fig.14 Mean levels of Reciprocity and parents with 3rd level education

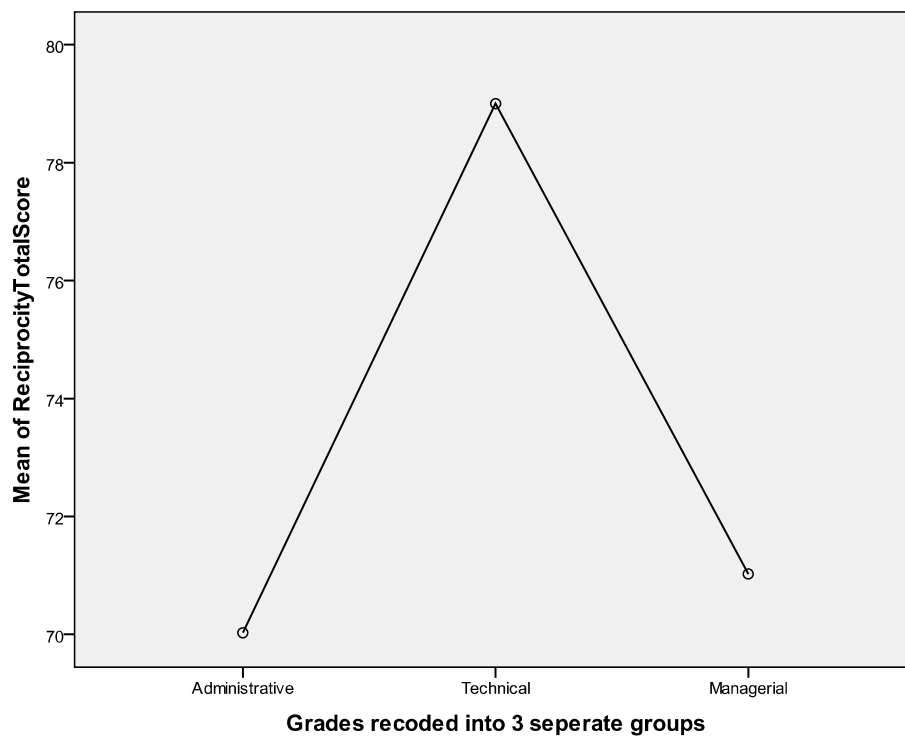


Fig.15 Mean levels of Reciprocity in the 3 groups.

Appendix C

My name is Kieran Cox and I am a final year undergraduate student in Dublin Business School carrying out research on parental influences on career progression as part of a BA Honours Degree Programme in Psychology. My Research Supervisor is Dr. Barbara Caska. This Research Project intends to investigate the influence of parents on progression in the workplace. There is a four part questionnaire attached which will take approximately 10 minutes to complete.

By completing this questionnaire you consent to participate in this study. Participation is completely voluntary and you may stop completing the questionnaires at any time if you wish. You will not be identified in the questionnaire and all answers given will be treated in the strictest confidence.

Eligibility: This survey is primarily interested in the influence of the father on career progression. 'Father' for the purposes of this survey is defined as biological or adopted father. Please return this questionnaire in the attached labelled envelope.

The findings of this study will not be shared or used within the workplace.

If you would like me to provide you with the results of this research, please contact me on the email below. Thank you very much for your participation and time.

My contact details:

Email: [REDACTED]

Supervisor's contact details:

Email: [REDACTED] Phone: 00 353 [REDACTED]

Part 1:

A) Please indicate your grade by putting an X in the appropriate box.

B	C	D	EO	T1	T2	SO	E	SSO	PSO	SPSO or higher
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B) Please indicate your gender by placing an X in the appropriate box.

M	F
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C) Please indicate the number of children in your childhood family.

0-1	2-3	4-5	5+
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D) Please indicate your birth position in your childhood family.

1 st born	2 nd born	3 rd born	4 th born	Later than 4th born
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E) Please indicate which of your parents had a 3rd level education

Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>
Both	<input type="checkbox"/>
Neither	<input type="checkbox"/>

F) Please indicate your age by placing an X in the appropriate box

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
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Part 2:

As you answer the following questions, please note the rating scale and indicate the extent to which you agree or disagree with each statement.

If you Strongly Disagree circle **SD**

If you Disagree circle **D**

If you Slightly Disagree circle **sD**

If you Slightly Agree circle **sA**

If you Agree circle **A**

If you Strongly Agree circle **SA**

	SD	D	sD	sA	A	SA
1. My father lets/let me conduct my life as I please.						
2. I often feel that my father is/was talking "at" me and not with me.						
3. My father and I can/could enjoy each other's company and participate in shared activities.						
4. I feel that my father is/was approachable to discuss problems within the family.						
5. My father is/was comfortable expressing his doubts and fears with me.						
6. Mutual respect is a term I can use to describe my relationship with my father.						
7. I am able/was able to be myself with my father.						
8. I am/was usually very cautious about what I say to my father.						
9. When I try/tried to share my concerns with my father, his response usually makes/made me sorry I began the conversation.						
10. I can/could communicate as well with my father as I can with my friends.						
My father and I can/could meaningfully discuss the following issues:						
11. Politics						
12. My relationship with a spouse/significant other						
13. Career decisions						
14. Religion						
15. Sexual relations						
16. Educational decisions						
17. Personal views on the role of the man and woman in the home.						

Support

If you feel any of the questions in this survey have raised issues for you and you would like to speak to an appropriate professional, please see contact details below for a number of organisations;

AWARE: Phone: 01 6617211 Email: info@aware.ie

Aware provides information on depression for many people: these include individuals who are experiencing depression or related mood disorders; those who are concerned for a family member or friend; people who are seeking to learn more about the condition, and also those who may be wondering if depression could be a factor for them.

Samaritans: Phone: 1850 60 90 90 Email: jo@samaritans.org

Samaritans Ireland provides 24-hour emotional support to anyone experiencing distress, despair or suicidal thought.

Headstrong: Phone: 01 472 7010 E-mail: info@headstrong.ie

Headstrong is The National Centre for Youth Mental Health - a non-profit organisation supporting young people's mental health in Ireland.