CAREER ANCHORS OF SECONDARY SCHOOL TEACHERS

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Abstract: Career anchors represent the internal constellations of motives, needs and career goals of individuals. It is of great importance to identify person's career anchor and according to it, to design career management practices. Furthermore, if there is congruence between career anchor and job related characteristics, many positive outcomes such as job satisfaction, organizational commitment, low turnover intentions, etc. may emerge. The aim of this paper is to identify which one of nine defined career anchors is dominant career anchor of secondary school teachers as public sector employees and how they differ in terms of demographic factors such as gender, age and work experience. In order to achieve this goal, empirical research was conducted using a sample of 44 secondary school teachers from one town. The descriptive statistic's results indicated that the dominant career anchor of secondary school teachers is security – job tenure, followed by service and lifestyle career anchors. Non-parametric tests were applied for the assessment of statistically significant differences between demographic groups. Female teachers and teachers between 41 and 50 years expressed higher levels of importance of security – job tenure career anchor, but teachers with work experience lesser than 15 years showed higher levels of importance of security – geographic. The findings of this study add new contribution to the literature and career management practices in Serbia.

1. Introduction

Career anchors are very important category in career management theory since they can influence career choice, affect an employee's decision whether or not to change the job, determine personal views of the future, and influence on the employee's selection of work settings (Jiang *et al.*, 2001). By indentifying dominant career anchor of employees more effective career management practices according to employees' needs, values and motives can be created (Schein 1978; Igbaria & Baroundi, 1993; Coetzee & Schreuder, 2008; Steele, 2009; Ünal & Gizir, 2014) and many important job related outcomes can emerge from that. In this regard, it was found that congruence between person's career anchor and job has a positive impact on job satisfaction (Danziger & Valency, 2006; Steele, 2009; Igbaria *et al.*, 1991), organizational commitment and can decrease turnover intensions (Igbaria *et al.*, 1991; Hardin *et al.*, 2001). It was also found that dominant career anchor of employees may differ in accordance with age, gender, race, marital status, educational level and occupation (Schein 1978; Coetzee *et al.*, 2007; Coetzee & Schreuder, 2008; Steele, 2009; Cortés-Sánchez & Grueso-Hinestroza, 2017).

This paper presents the results of the study conducted on the sample of secondary school teachers in order to find out which one of nine career anchors defined in the line with the Schein's conceptualization (1978), is dominant and how they differ in terms of demographic factors such as gender, age and work experience. This kind of research had not been done in Serbia so far and therefore a case study method was applied. Moreover, it is expected that this study will make a contribution to the literature of career management in Serbia.

The paper is structured as follows: the first part of the paper presents the literature review on career anchors, while in the second part methodology of the research, the research results and their discussion are presented. Lastly, concluding remarks and practical implications for career management are given at the end of the paper.

2. Literature review

Highly dynamic environment makes organizations to focus not only on changing nature of work, but also on employees' expectations and career development. Schein (1974) stress that organizations have to learn to think more broadly about different kinds of contributions which people can make, and to develop multiple reward systems as well as multiple career paths to permit the full development of diverse types of individuals who work in organizations.

The conceptual model associated with Schein's (1978) career anchor theory is one of the most important topics within the field of career management. Career

anchor, in terms of a person's career self-concept, which develops as a person gains life experience, is defined as internal constellation of motives, needs and career goals of the individuals (Schein, 1978). Schein and Van Maanen (2013) later add that by gaining the experience a person becomes clearer about his skills and competencies, motives and values which create his "self concept". Through experience person begins to understand what he is good at by gaining feedback from others and through his/her own self-assessment. Also, he/she learns about what he/she wants from life as he/she experiences different things. When he/she is forced to make decisions, he/she learns about things he/she values in work and personal life (Steele, 2009). "This self-concept is his/her career anchor" (Schein & Van Mannen, 2013, p.7).

DeLong (1982a; 1982b) describe the career anchor as a composite of the individual's career orientation and self-perceived talents. According to Igbaria *et al.* (1991), a career anchor refers to a cluster of self-perceived needs, values, and talents that give shape to an employee's career decisions. It can be regarded as a central component of the self-concept that an employee is unwilling to relinquish, even if he/she is forced to make a difficult choice. Career anchor signify the nonmonetary or psychological factor in a career decision-making process as an important element of individuals' internal careers (or subjective sense of where they are going in their working lives) (Custodio 2004).

The beginning of theory of career anchors relates to the long-term research of 44 alumni students of the Massachusetts Institute of Technology. They were interviewed for a twelve-year period in order to explore interactions between personal values and career events within the organization (Schein, 1974; Schein, 1978). The study has identified the common coherent patterns that people expect from their careers called "career anchors". Further, the first categorisation of career anchors was into nine categories. These are: 1) t*echnical/functional competence* - represents identity built around the technical/functional skills in which the individual excels; 2) *general managerial competence* - represents desire of higher levels of responsibility and leadership, challenging, varied and integrative work and success measured through payments, bonuses and promotions based on performances; 3) *entrepreneurial creativity* - represents the need to create new products, services or founding organisations which will bring wealth, ownership, freedom and power; 4) *autonomy/independence* - represents person's need for clearly delienated, time-bound kinds of work in area of expertise without supervision rewards; 5) *security – job tenure* - represents individual's needs to have a guaranteed job, benefits and retirement programmes in the case of making career decisions; 6) *security – geographic* - represents individual's desire to remain in a particular geographical area when he/she is confronted with career decisions; 7) *lifestyle* - represents the desire to integrate the needs of the individual, family and career; 8) *service/dedication to a cause* - represents the need of improving the world in the manner of helping professions such as nursing, teaching and ministry;

9) *pure challenge* - represents individuals who pursue challenge for its own sake and jobs where one faces tougher challenges or more difficult problems, irrespective of the kind of problem involved (Schein, 1974; Bezuidenhout *et al.*, 2013; Leong *et al.*, 2014).

Schein (1985) later compressed security – job tenure and security – geographic anchors in one security/stability career anchor. On another hand, DeLong (1982b) and Custodio (2004) find that the security/stability anchor should be considered as two independent career anchors. Security – job tenure anchor represents the need for organizational stability (long-term employment) and security – geographic anchor represents individuals' concerns about the permanence of geographical location.

Feldman and Bolino (1996) also investigate the topic of career anchors and classify them into three groups: (1) talent-based (managerial competence, technical/functional competence and entrepreneurial creativity); (2) need-based (organizational security, autonomy and lifestyle); and (3) value-based (service/dedication to a cause and pure challenge). Also, they support the concept of multiple career anchors because they believe that individual can hold both dominant and secondary career anchor in order to deal with important changes in his/her life. For example, primary career anchor could be value-based but secondary could be need-based or talent-based career anchor according to their classification of career anchors into three groups. Schein (1996) concludes that during the time the need for change of career management orientation might occur. Coetzee & Schreuder (2008) and Ramakrishna & Potosky (2003) show in their research that individuals can have more than one strong career anchor. Schein and van Mannen (2013) also recognise the presence of more than one career anchor. Consistent to previously said, Steele (2009) points out that certain life events can cause a change of career anchor (childbirth, marriage, divorce, house purchase, relocation, etc.).

In general, the field of career anchors is widely researched in the literature and many studies have been carried out until now. Firstly, it was found that people with different occupations have tendencies toward different dominant career anchors (Schein 1978; Igbaria *et al.*, 1991; Igbaria & Baroundi, 1993; Coetzee & Schreuder, 2008; Steele, 2009; Amirtash *et al.*, 2011; Ünal & Gizir, 2014; Cortés-Sánchez & Grueso-Hinestroza, 2017). According to Ramakrishna & Potosky (2002), career anchor model describes a highly individualised process of value development on the basis of a person's own experiences. The extent to which certain occupational groups possess certain dominant career anchors is likely due to self-selection into and out of those occupations by individuals. Also, organizations and occupational groups themselves are not expected to cause individuals to maintain or abandon predetermined anchors. In addition, many studies have indicated that career orientations could differ among race (Coetzee *et al.*, 2007; Oosthuizen *et al.,* 2014), gender (Igbaria *et al.*, 1991, Kniveton, 2004;

Coetzee *et al.*, 2007; Coetzee & Schreuder, 2008; Coetzee & de Villiers, 2010; Cortés-Sánchez & Grueso-Hinestroza, 2017), age (Kniveton, 2004; Coetzee & Schreuder, 2008; Oosthuizen *et al.,* 2014), educational level (Coetzee & Schreuder, 2008; Cortés-Sánchez & Grueso-Hinestroza, 2017) and marital status (Coetzee & Schreuder, 2008).

3. Hypothesis development

Certain number of studies have been conducted within the public sector which is specific since the job security in this sector is at higher level that in other areas. For example, using questionnaire of Igbaria and Baroudi (1993), Ünal & Gizir (2014) find that the career anchors with the highest mean values, encountered by the faculty members, are job security, service/dedication and autonomy/independence, respectively. According to research of Tan & Quek (2001), educators in Singapore indicate that they are predominantly life style anchored, service anchored and security anchored. Service/dedication to a cause and life style career anchors are predominate career anchors in the research of Coetzee & Schreuder (2008). Another research results of Aghili & Asadifard (2013) obtained from the data of three educational institutions in Iran point out that service/dedication and technical/functional competence anchors are the most important anchors.

Based on the above text, it is reasonable to expect that secondary school teachers will hold security – job tenure or service as dominant career anchor. Therefore, the following hypothesis is proposed:

H1: Dominant career anchors of secondary school teachers are security – job tenure and service.

The results of many studies showed that career anchors were significantly influenced by demographic characteristics of the employees. In this regard Ünal & Gizir (2014) found that gender significantly influenced five of the nine career anchors (job security, service and dedication, lifestyle, technical-functional competence and geographical security). Further, a greater concern for all five career anchors was expressed by females compared to the males. In the research conducted by Coetzee & Schreuder (2008) it has been found that gender significantly influenced differences in career anchors. Males showed higher aspirations to general management, entrepreneurial creativity, pure challenge and autonomy career anchors, but females scored higher mean scores in security/stability career anchor. Having in mind previous findings, second hypothesis is:

H2: There are statistically significant differences in career anchors of secondary school teachers with regard to gender.

In some studies the impact of age on career anchors has been investigated. In the study conducted by Coetzee & Schreuder (2008) it was found that age significantly influenced the career aspiration. In this regard it was found that early adulthood group (25 years and younger) showed significant differences in respect of the technical/functional, autonomy, pure challenge and service/dedication to a cause career anchors. Further, the midlife people between 41 and 55 years differed than other age groups in respect of security/stability career anchor. Finally, the late life group (56 years and older) differed in terms of general management career anchor than other age groups. However, there was no specific literature found regarding how work experience groups differ in terms of career anchors. Therefore this study gives contribution to career management literature and practice. Based on the above, two hypotheses are proposed:

H3: There are statistically significant differences in career anchors of secondary school teachers with regard to age groups.

H4: There are statistically significant differences in career anchors of secondary school teachers with regard to work experience groups.

Identifying the core career anchor is very important because it presents values, interests and abilities of an individual. If dominant career anchor of a person is not met in the workplace or by hobby, it could have negative effects on work related outcomes such as job satisfaction, organizational commitment and turnover intentions.

4. Research design

Method of the research. An empirical research was conducted by the case study method for the purpose of testing previous hypothesis. Case study method was chosen since such empirical research has not been conducted on the territory of the Republic of Serbia up to now, and since this research is the first phase of more comprehensive one.

The context of the research. In particular, this paper focuses on secondary school teachers as government employees which are playing very important role in transferring knowledge and in development of human capital. The presence of a career anchors was tested among teachers with different educational profiles in two secondary schools in the municipality Knjaževac. Two surveyed schools were Technical school Knjaževac and Gymnasium of Knjaževac with 77 respondents in total.

Data collection. The results were obtained through questionnaires that were spread during the month of June 2016. Teachers were asked to fill in questionnaires during the class breaks. It was emphasized to all respondents that the survey was completely anonymous and that the survey results would be used solely for scientific purposes.

Sample characteristics. From a total of 77 teachers, 44 of them completed the questionnaire and the response rate was 57,14%. More precisely, 16 teachers from Technical school Knjaževac and 28 teachers from Grammar School of Knjaževac took part in the research, respectively. One questionnaire was excluded from the data processing due to incomplete answers to several questions. The final sample consisted of 43 interviewed teachers. The sample structure by gender, age and work experience is given in Table 1.When it comes to level of education which was also included as demographic variable, all high school professors were faculty degree holders because of requirements defined by law.

Table 1. Characteristics of the study population

Variable	Frequency	Percent
Gender	43	100.0
Male	23	53.5
Female	20	46.5
Age	43	100.0
<40	19	44.2
41-50	15	34.9
>51	9	20.9
Work experience in current job	43	100.0
<15 years	24	55.8
16-25 years	12	27.9
>26 years	7	16.3

Source: Author's calculation

*Research variables and instruments.*Beside biographical data such as gender, age, work experience, for gathering data about career anchors the questionnaire formulated by Igbaria and Baroudi (1993) was used. They reduced the number of items in Career Orientation Inventory created by Schein (1985). Their aim was to develop "a shorter, more parsimonious as well as reliable measure of career orientations that would be widely usable in future research" (Igbaria & Baroundi, 1993, p. 11). At the end of process they had 25 items for measurement of nine career anchors: technical competence, managerial competence, autonomy, security – job tenure, security – geographic, service, pure challenge, lifestyle, entrepreneurship. Items 1-15 are used to indicate the importance of career orientations for the respondent on a five-point Likert scale ranging from (1) of no importance to (5) centrally important. The items from 16-25 are used to indicate career preferences on a five-point Likert scale ranging from (1) not at all true to (5) completely true. All items were positively formulated. Every career anchor score was calculated as average number of answers to three questions except career anchor security – geographic and security – job tenure which were calculated as mean value of two answers.

Statistical analysis. The statistical analysis was conducted by the programme IBM SPSS, version 23. At the beginning, descriptive statistical data analysis was conducted for all nine career anchors such as means and standard deviations. Moreover, Cronbach's Alpha coefficients were calculated to gain reliability of career anchors' questionnaire. At the end, for obtaining differences between demographic groups in terms of means for nine career anchors, non-parametric tests were performed. These tests were conducted because the test of normality and homogeneity of variance showed that assumptions of parametric tests were not met. Independent-Samples Mann-Whitney U Test was used for indicating differences between genders' mean values. Further, Independent-Samples Kruskal-Wallis Test was applied for age and work experience as biographical variables. Pairwise multi-comparison of means *post-hoc* test was used for determining which age and work experience groups differ between themselves. A cut-off point of $p \leq 0.05$ was set for determining the significance of the findings.

5. Results

At the first stage of the analysis, in order to determine the internal consistency and reliability of the items in the questionnaire the Cronbach's Alpha coefficients were calculated. As it is shown in Table 2, Cronbach's Alpha coefficients for the nine subscales varied between 0.62 and 0.68. According to Bartholomew *et al.* (2000), accepted level of Cronbach's Alpha coefficients are between 0,60 and 0,80. It can be said that survey of career anchors was consistently used and hence was seen as reliable indicator with overall acceptable level of Cronbach's Alpha coefficients.

Table 2. Descriptive statistics and Cronbach Alpha coefficient of the career anchors

Career Anchor	Mean	Std. Deviation	Cronbach's Alpha
Technical competence	3.83	.63	0.67
Managerial competence	3.55	.78	0.72
Autonomy	3.84	.84	0.62
Security – job tenure	4.48	.73	0.68
Security – geographic	3.36	1.11	0.67
Service	4.36	.55	0.65
Pure challenge	3.39	.82	0.67
Lifestyle	4.08	.70	0.65
Entrepreneurship	3.62	1.01	0.63

Source: Authors' calculation

In order to test the first hypothesis (H1), means and standard deviations were calculated. The means and standard deviations (SD) of each career anchor are presented in Table 2, which shows high preference of interviewed employees for

the security – job tenure career anchor (mean=4.48; SD=0.73), followed by the service (mean=4.36; SD=0.55) and lifestyle (mean=4.08; SD=0.70) career anchors. Table 2 also shows that autonomy (mean=3.84; SD=0.84), technical competence (mean=3.83; SD=0.63), entrepreneurship (mean=3.62; SD=1.01) and managerial competence (mean=3.55; SD=0.78) have lower scores among the participants. The lowest scores have pure challenge (mean=3.39; SD=0.82) and security – geographic (mean=3.36; SD=1.11) career anchors.

Based on these results, it can be concluded that teachers' dominant career anchors are security – job tenure and service. Thus, the research hypothesis H1 is accepted.

Regarding the second hypothesis (H2), it was assumed that there are statistically significant differences in career anchors of secondary school teachers with regard to gender. Independent-Samples Mann-Whitney U Test was conducted in order to investigate differences in means among genders. Statistically significant differences were found only in the context of career anchor security – job tenure (Table 3). Therefore, hypothesis H2 is partially confirmed.

Table 3. Independent-Samples Mann-Whitney U Test for gender

Null hypothesis (H0): The distribution of **Career Anchor** is the same across categories	Independent-Samples Mann-Whitney U Test Gender	
	Sig.	Decision
Technical competence	.351	Retain the H0
Managerial competence	.521	Retain the H0
Autonomy	.288	Retain the H0
Security – job tenure	**.036**	**Reject the H0**
Security – geographic	.460	Retain the H0
Service	.941	Retain the H0
Pure challenge	.363	Retain the H0
Lifestyle	.207	Retain the H0
Entrepreneurship	.447	Retain the H0

Asymptotic significances are displayed. The significance level is .05.
Source: Author's calculation

Further, in the context of mean scores, females scored higher mean ranks on security – job tenure career anchor than males. Mean rank for males was 18.65, but, on other hand, for females was 25.85.

With the intention of testing the third hypothesis (H3), that there are statistically significant differences in career anchors of secondary school teachers with regard to age groups, as well as the fourth hypothesis (H4), that there are statistically significant differences in career anchors of secondary school teachers

with regard to work experience groups, Independent-Samples Kruskal-Wallis Test was used. The results are presented in Table 4.

Table 4: Independent-Samples Kruskal-Wallis Test for age and work experience

Null hypothesis (H0): The distribution of **Career Anchor** is the same across categories	Independent-Samples Kruskal-Wallis Test			
	Age		Work Experience	
	Sig.	Decision	Sig.	Decision
Technical competence	.196	Retain the H0	.747	Retain the H0
Managerial competence	.307	Retain the H0	.250	Retain the H0
Autonomy	.529	Retain the H0	.647	Retain the H0
Security – job tenure	**.009**	**Reject the H0**	.538	Retain the H0
Security – geographic	.161	Retain the H0	**.032**	**Reject the H0**
Service	.363	Retain the H0	.464	Retain the H0
Pure challenge	.571	Retain the H0	.879	Retain the H0
Lifestyle	.315	Retain the H0	.275	Retain the H0
Entrepreneurship	.623	Retain the H0	.206	Retain the H0

Asymptotic significances are displayed. The significance level is .05.
Source: Author's calculation

Table 4 indicates that security – job tenure career anchor is significantly different among defined age groups and the assumption of p<.05 is reached. This means that null hypothesis defined as the distribution of career anchors is the same across age categories is rejected (Sig.= .009). Alternatively, non-parametric Independent-Samples Kruskal-Wallis Test did not show any significant differences in distribution of other eight career anchors across age categories. Based on these results, it can be concluded that the research hypothesis H3 is partially confirmed.

Assumption that distribution of career anchors is the same across work experience categories is rejected for security – geographic career anchor (Sig.= .032).With the exception of the security – geographic, all other career anchors did not show any significant differences between the work experience groups. Accordingly, the research hypothesis H4 is partially confirmed.

As Table 4 shows, age groups differ significantly with regard of security – job tenure career anchor, but work experience groups differ significantly with regard of security – geographical career anchor. In order to determine which age and work experience groups differ between themselves, Pairwise multi-comparison of means *post-hoc* test was used.

Table 5 indicates that the security – job tenure career anchor is statistically significant more important to the group of employees aged of 41-50 than to those who are younger than 40 years. On the other hand, middle life group (41-50 years)

showed significantly higher preference to security – job tenure than group of teachers older than 51 years.

Table 5. Pairwise Comparisons of Security – job tenure

Age group 1 → Age group 2	Test Statistics	Std. Error	Std. Test Statistics	Sig.	Adj. Sig.
41-50→<40	10.172	3.877	2.623	.009	**.026**
41-50 → >51	-12.289	4.733	-2.596	.009	**.028**
<40→ >51	-2.117	4.542	-.466	.641	1.000

Each row tests the null hypothesis that the Age group 1 and Age group 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05.
Source: Author's calculation

Table 6. Pairwise Comparisons of Security – geographic

Work experience group 1 → Work experience group 2	Test Statistics	Std. Error	Std. Test Statistics	Sig.	Adj. Sig.
<15→>26	-5.348	5.334	-1.003	.361	.948
<15→ 16-25	-11.438	4.390	-2.605	.009	**.028**
>26→ 16-25	6.089	5.906	1.031	.303	.908

Each row tests the null hypothesis that the Age group 1 and Age group 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Source: Authors' calculation

In terms of work experience (Table 6), the group of employees with work experience lower than 15 years showed the significantly higher level of preference for security – geographic career anchor than the group of employees with work experience between 16 and 25 years.

6. Discussion

The results presented in previous text underline that secondary school teachers, who are the public sector employees, have as their dominant career anchor "security – job tenure career anchor". This means that teachers tend to have steadily employment status, secure payments and predictable retirement plans. Moreover, security – job tenure dominant career anchor is followed with service career anchor and mean values for both career anchors are very close. Findings of this study are in the line with the findings of the study conducted by Ünal & Gizir (2014), although the participants in their study were faculty teachers. Oppositely,

the results of the study are different from findings by Coetzee & Schreuder (2008) and by Aghili & Asadifard (2013). In study of Coetzee & Schreuder (2008), service/dedication career anchor was followed with life style as secondly appearing career anchor. Aghili & Asadifard (2013) found service/dedication and technical/functional competence anchors as dominant ones.

The results of the study also showed that security – job tenure career anchor has similar mean value to service career anchor. This result is in the line with the findings of Feldman and Bolino (1996), who explained that individuals could hold more than one career anchor. In the case of this research, primary career anchor is security – job tenure as need-based anchor and secondary career anchor is service as value-based career anchor common for workers who are doing job devoted to society and making world a better place to live.

Further, the results of the study showed statistically significant differences with regard to demographic groups such as gender, age and work experience.

To a certain degree, finding that there is statistically significant difference in security – job tenure career anchor of respondents with regard to gender is similar to the results of the study conducted by Ünal & Gizir (2014). In their study, they find that males and females significantly differ concerning five career anchors (job security, service and dedication, lifestyle, technical-functional competence and geographical security) and females expressed greater preference to all these career anchors (Ünal & Gizir, 2014). Further, finding that female gender respondents express higher preferences to security career anchor than male respondents are in the line with results of Coetzee & Schreuder (2008). An explanation for this could be found at the fact that females value job security more than males because secure job, payments and insurance programs are very important for them in situation of planning and starting a family.

Moreover, in context of the same career anchor, statistically significant differences were found among age groups and especially in comparison middle-aged employees (41-50 years) to the younger and older group of employees. These findings are also in the line with Coetzee & Schreuder's (2008) study. It appears that middle-aged employees prefer more job security because in this period of life they tend to settle down and to balance their personal life with career.

For security – geographic career anchor, significant differences were found for government employees who have less than 15 years of work experience. This could be connected with their preferences to general stability in life that is making it possible for them to balance their career and family life with secure and steady geographic location without need for moving to another place.

7. Conclusion

Career anchors are important for the career of every person since they determine the career path and maintain a person along the way in order not to give up of what he/she really wants. Defined as person's needs, values and motives, career anchors became a stabilising force in the total personality that guides and constrains future career decisions. Having in mind that congruence of career anchor and job that someone actually does could lead to greater job satisfaction, organizational commitment and other positive work related outcomes, human resource management practices in organizations should find the way to realise career guidance programmes by helping individuals to identify their dominant career anchors and career paths that they could pursue (Coetzee & Schreuder, 2008).

The author examines what dominant career anchors of secondary school teachers are and if there are differences between demographics groups in preference to some career anchor. Results have shown that their core career anchor is security – job tenure career anchor, followed with service as second and life style as third place career anchors. Findings suggest that respondents do not hold only one dominant career anchor and that they could have multiple career anchors. Exploration of gender differences showed higher preference of women to security – job tenure career anchor than men. Also, group of teachers old between 41 and 50 years compared with group of teachers younger than 40 years and older than 51 years expressed higher preferences to same career anchor. Only group of respondents with work experience lower than 15 years displayed that security – geographic is more important career anchor to them than to respondents with work experience between 16 and 25 years.

Findings of this study could be used in public sector organizations in developing human resource management practices such as organizational career programs, programs for retaining employees and gaining employees whose job matches their career preferences. Employee with dominant career anchor that is not in congruence with his/hers job could be considered for changing organizational position or career path. Also, these results could be taken holistically by considering demographic variables for creating different career paths for employees from specific gender, age and work experience groups because not all employees require same training programmes, rewarding systems, promotion policies etc. The practical value of the research lies, also, in the fact that government could use it in developing employees' opportunities which are compatible with their career needs and orientations. In this way, attracting, placing and retaining employees in organizational context should meet both organizational and individual interests, avoid unproductive career decision making and enhance individuals' experiences of psychological career success.

It can be said that this study has its limitations. First, only group of secondary school teachers as government employees working in one municipality was

interviewed. Second, a small sample did not allow utilization of parametric tests for obtaining results. Opposite to limitations, the study has given the contribution to literature exploring career management because no research in this field has been conducted in Serbia.

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KARIJERNA SIDRA NASTAVNIKA U SREDNJIM ŠKOLAMA

Rezime: Karijerna sidra koja predstavljaju interne konstelacije motiva, potreba i karijernih ciljeva pojedinaca, od velike su važnosti za identifikovanje i savetovanje o njihovim karijerama. Ako postoji slaganje između njihovih karijernih sidara i karakteristika posla, može se ispoljiti veliki broj pozitivnih efekata kao što su: zadovoljstvo poslom, organizaciona posvećenost, smanjenje namere za napuštanjem organizacije itd. Cilj ovog rada je da identifikuje koje od devet karijernih sidara je dominantno karijerno sidro nastavnika u srednjim školama, kao zaposlenih u javnom sektoru, i kako se ona razlikuju u pogledu demografskih faktora kao što su pol, godine starosti i radno iskustvo. Kako bi se ostvario ovaj cilj, sprovedeno je empirijsko istraživanje korišćenjem uzorka od 44 nastavnika u srednjim školama u jednom gradu. Rezultati deskriptivne statistike su pokazali da je dominantno karijerno sidro nastavnika u srednjim školama sigurnost posla, praćena sigurnošću i životnim stilom kao karijernim sidrima. Neparametarski testovi su primenjeni za ocenu statističke značajnosti u razlikama između demografskih grupa. Nastavnice i nastavnici starosti između 41 i 50 godina ispoljili su viši nivo značajnosti za sigurnost posla kao karijerno sidro, ali nastavnici sa radnim iskustvom manjim od 15 godina dali su veći nivo značajnosti geografskoj sigurnosti posla. Rezulatati ove studije daju novi doprinos literaturi i praksama karijernog menadžmenta u Srbiji.

Ključne reči: karijerno sidro, sigurnost, usluge, karijerni menadžment, zaposleni u javnom sektoru

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Sandra Milanović graduated from the Faculty of Economics, University of Niš in 2012. She finished her Master studies in 2013 and in the same year she became a PhD student at Faculty of Economics in Niš. Starting from the 2014 until 2018, she was a scholar of the Ministry of Education, Science and Technological Development. She was working as a demonstrator at Faculty of Economics in Niš and teaching subjects from the field of Business Management. Currently she is enrolled in Erasmus+ program for student mobility at Dimitar A. Tsenov Academy of Economics in Svishtov, Bulgaria. She is the author of many scientific papers for domestic and international journals and conferences. Key area of her interest is human resource management.