

Career Orientations as Antecedent of Perceived Life Satisfaction among Ghanaian Teachers

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Abstract

Work is essential and provides a number of psychological experiences that promote mental well-being individuals, aside the financial gain. This study explored how the inner drives, motive and values of the teachers affect their work experiences. When there a fit between the personal resources of the teachers and their job demands, they are more likely to have fulfilled and satisfying work experience, which would boost their satisfaction in life. The study involved a sample of 297 professional teachers from the basic and Senior High Schools from the Cape Coast and Tema Metropolises of the Central and the Greater Accra regions respectively. The design employed for the study was quantitative survey. The data for the study were collected within three weeks at the two metropolises. Both descriptive and inferential statistical tools were used to analyse the data. The results indicate that the carer orientation of Ghanaian teachers significantly predict their career/life satisfaction. Service dedication was found to be the most significant predictor of career experience of teachers. Males were also found to be significantly higher on pure challenge, autonomy and managerial competence anchors. Age of respondents was also significantly related negatively with their pure challenge and service dedication anchors. The implications of these findings were discussed.

Key words: *Service dedication, career orientation, life satisfaction, Ghanaian teachers, person-career congruence*

1. Introduction

Work is central of the lives of every human being. In modern economies, people spend most of their waking lives (i.e. when they not sleeping) at the workplace, and even sleep less because of work. Indeed, the US National Alliance for the Mentally Ill (NAMI, 1999) indicates that: “*Work is the very core of contemporary life for most people, providing financial security, personal identity and an opportunity to make a meaningful contribution to community life*” (p. 2). Work is essential and provides a number of psychological experiences that promote mental well-being of individuals, aside the financial gain. Thus, the work experience can have enormous effect on the psychological well-being and general satisfaction in life. This suggests that the work environment must be safe and friendly to promote healthy workforce and improved quality of work life. In addition, employees must also possess the right competences, inner drives and values in other to have a satisfying work experience. Indeed, Schreuder (2013) emphasized the critical role of person-environment fit in contemporary turbulent employment context. Schreuder noted that person-environment fit engenders enhanced levels of career well-being, as well as career and life satisfaction.

The Ghana Education Service and the ministry of Education spend a lot of money on training and recruiting teachers every year, only for them to leave the class room or the teaching profession for other sectors. This is a recurrent phenomenon, creating a teacher shortage every year. Estimates indicate that about 10,000 teachers leave the classroom for various reasons, while 9000 come out from the Colleges of Education every year to join the GES (GES, 2012). This suggests that the teachers are not having work experience and satisfaction they desire. Empirical studies indicate that when individuals achieve congruence between their career anchor and the demands of their work, they are more likely to attain positive career outcomes, such as job effectiveness, satisfaction and stability (Schein (1990). However, people do not always get jobs which match their career anchors, and this affects their career experiences and outcomes. Bolino (1996) observed that the availability of reasonable alternative jobs and external personal life constraints moderate the relationship between career anchor congruence and career outcomes. Interactions with most of the people who enter the teaching profession indicate

that they do not take it as a lifelong career. Such teachers leave the teaching profession with the least chance they get and this situation creates teacher shortages in the basic schools especially (Koomson, 2005).

This explains why about 50 percent of the Ghanaian teachers sampled in a survey indicated that they would want to quit teaching before they retired. Other teachers would also want to quit for higher pay (24.8 per cent), improved conditions of service (59.8 per cent), change of profession (6.5 per cent) and other reasons (8.9 per cent) (GES, 2012). Several interventions, including the Single Spine Pay Policy and the best teacher award scheme, were put in place to create a satisfying work experience for the teachers, but it seems that the measures put in place are not helping (Sam, Effah & Osei-Owusu, 2014).

This study explored how the inner drives, motive and values of the teachers affect their work experiences. When there a fit between the personal resources of the teachers and their job demands, they are more likely to have fulfilled and satisfying work experience, which would boost their satisfaction in life. Research on individuals' inner subjective perception of career success and satisfaction can guide future selection, placement, development, reward and retention practices. Career anchors influence career choices, affect turnover decisions, shape career aspirations, determine an employees' view of the future and influence their reactions to work experiences (Bigliardi et al., 2005). Coetzee and Schreuder (2013) also noted that career anchors guide employees' career decisions, and preferences for work and work environments. Career anchors research and knowledge provide a number of benefits to management and practitioners. These include providing basis for designing career interventions that are tailored to individual employee needs; offering job opportunities congruent with an individual's orientation to ensure satisfying work life; designing appropriate reward, promotion and recognition systems; increasing managers' understanding of what drives employees' internal career satisfaction; increasing understanding of the overriding career culture in the organisation; and finding a way to structure career discussions and exit interviews (Yarnall, 1998).

There is paucity of research on career anchors of teachers in connection with intervention efforts to ensure that the teachers of Ghana have a healthy work life and satisfying work experience. This study therefore empirically explored whether Ghanaian teachers' career orientations significantly influence their subjective work experiences as explained by their general sense of life satisfaction, career satisfaction and perception of teaching as a valuable activity. Assessing the relationship between the inner career orientations of teachers and their subjective experiences of their working lives may provide valuable information regarding the motives and values driving their career decision making. Baroudi and Ginzberg (1992) noted that little attention is paid to internal aspect of individual's career which focus on self-concept and career values. Career anchors or orientations have been identified as crucial aspects of employees' internal career. The career anchor of an employee can be viewed as the core component of the self-concept that he or she is not willing to give up, even when face with difficult choice. Career anchors influence individual's career decisions and choices, decision to change jobs, and also determine what an individual seeks in life, views of the future, selection of occupations and work settings, and reactions to work experiences (Coetzee & Villiers, 2010).

2. Theoretical Framework

2.1 Career Anchors Theory

Schein's (1978) career anchors theory is viewed as a career self-concept which develops as the individual gains life experience. These career anchors denote a pattern of self-perceived talents and abilities, basic values and the evolved sense of motives and needs (as they pertain to the career), that influences a person's career-related decisions (Schein, 1996). The conceptual model associated with Schein's (1978) career anchor or orientations theory is best understood in terms of individuals' career self-concept, which develops as a person gains life experience. As individuals are required to make choices related to their self-development, family or career, they may become more aware of the values and motives that govern the choices they make. In other words, an individual's career self-concept acts as a stabilising force such that when an important life (or career) choice needs to be made, there are certain concerns, needs or values that the individual will not give up (Schein, 1975).

According to Schein (1996) individual's career self-concepts are rooted in eight anchors: *Autonomy or independence* includes a person's need to be free of organisational constraints in order to pursue professional competence. *Technical or functional competence* is the motivation to develop one's technical or functional

knowledge and expert skill. *General managerial competence*, which can be described as the desire to attain a position that requires the application of interpersonal, political, analytical and financial skills associated with management. *Entrepreneurial or creativity* is the need to create or build (rather than manage) something that is entirely one's own project. *Lifestyle* is the need to integrate work, family and self-concerns into a coherent lifestyle. *Pure challenge*, the need to test one's abilities by single-mindedly focusing on winning out over or competing with extremely tough opponents and solving a variety of challenging problems. *Service or dedication to a cause*, the need to align work activities with personal skills and values related to helping society and to improve the world in some fashion. *Security or stability*, the need for job security associated with benefit packages and long-term employment in an organisation and stability in a geographical area. Empirical evidence demonstrates that an individual can have more than one strong career anchor (Coetzee & Schreuder, 2008; Ramakrishna & Potosky, 2003).

Feldman and Bolino (2000) reconceptualised Schein's eight career anchors, dividing them into three distinct groupings along with their inherent motivations. These motivations are described as being either talent-based, need-based or value-based anchors. The work of these authors provided a useful framework for the present study. According to Feldman and Bolino (1996), for individuals whose career anchor is talent-based, the impact of congruence between career anchor and work environment should be the greatest on work effectiveness and job stability. For individuals whose career anchor is need-based, the impact on congruence between career anchor and work environment should be the greatest on work role adjustment and outside role conflict. Finally, for individuals whose career anchor is value-based, the impact of congruence between career anchor and work environment should be the greatest on job satisfaction and psychological well-being.

3. Career Orientation and Life Satisfaction

Work is regarded as a central and fundamental activity in people's lives and has been linked to job or career satisfaction (Harpaz & Fu, 2002; Whitehead & Kotze, 2003). In Whitehead and Kotze's study, participants described their career as part of "who they are". All participants indicated that their main motivations for working were related to intrinsic work values that give meaning to their lives. In modern economies, people spend most of their waking lives (i.e. when they not sleeping) at the workplace, and even sleep less because of work. In addition to its obvious economic functions, work has a powerful potential to fulfil other important roles and needs of the individual such as personal growth and skills development, self-esteem, psychological fulfilment, identity, social interaction and sustaining a standard of living and status (Harpaz & Fu, 2002). People also strive towards various goals and values through work which result in work being regarded as a valuable activity that influences people's general life satisfaction and happiness. Barrick and Ryan (2003) refer to a large body of research indicating the positive influence of positive emotions, for example personal happiness and related aspects such as life satisfaction, on work performance and work attitudes. Whitehead and Kotze (2003), as well as Woodd (2000) indicated that people's main motivations for working were related to intrinsic values that give their lives meaning.

A strong relationship between the general managerial competence, pure challenge or competitiveness and entrepreneurial creativity career orientations were observed. A research by Goffee and Sease (1992) indicates that people are encountering fewer opportunities for promotion in the contemporary workplace due to increased competitive pressures and corporate downsizing. And individuals who have a strong managerial career anchor are often expected to behave as 'entrepreneurs' and to be flexible and responsive to changing work requirements. Entrepreneurial career motives were also found to be a negative predictor of job or career satisfaction, and people who are behaviourally adaptable have significantly more negative perceptions of their working lives.

Coetzee and Schreuder (2009b) further note that both the general management and entrepreneurial creativity career orientations show a negative association with the ability to adapt to changing situations and the ability to deal with setbacks and failures. This may be due to a high need for achievement, status, personal power and a sense of being in control, which are often linked to these two career orientations (Lee & Wong, 2004). A negative relationship was observed between the pure challenge or competitiveness and the participants' subjective a work experience constructs (Coetzee *et al.* 2010). This was attributed to the constant need for a variety of new and challenging assignments, including opportunities for higher levels of authority and responsibility in a service orientated environment where they can make a difference. We hypothesized that:

H₁: Ghanaian teachers' career anchors will significantly influence their career/life satisfaction.

H_{1a}: Service and dedication will have the strongest influence on Ghanaian teachers' satisfaction with career/life

4. Sex difference in career anchors

Significant differences between the career anchors of males and females have been observed, with males and females focusing on different career anchors (Coetzee et al., 2007). They noted statistical differences between males and females for all the career anchors, with the exception of the security/stability, service and lifestyle career anchors. Coetzee and Schreuder's (2008) also found that males showed higher preferences for general management competence, autonomy/independence, pure challenge and entrepreneurial creativity career anchors, while females showed a high preference for the security/stability career anchor. Coetzee and Roythorne-Jacobs (2012) were of the view that women and men differ on career anchors owing to historical experiences as a minority group in a male-dominated work environment and differences in their values. Marshall and Bonner (2003) found that females place more emphasis on factors such as working conditions, facilities for child rearing, career certainty and working hours, while males are more likely to run their own businesses than females. They noted that gender was a significant predictor of general managerial competence, entrepreneurial creativity and pure challenge career anchors. Age and gender differences were observed as antecedents of career orientations. For instance, Igbaria et al, (1991) found women to be more lifestyle oriented than men, and men more technically and managerially, entrepreneurial creativity oriented than women. Coetzee and Villiers (2010) however found males to be significantly higher on lifestyle orientation than females, which is contrary to Igbaria et al (1991) findings. They also found found males to be higher on service dedication to cause than females. Coetzee & Schreuder, 2008 found that females in the established phase of their career tend to be security and stability oriented. This anchor is related to psychological safety. This indicates the feeling ability to be in an employment without fear of negative consequences regarding self-image, status or career. Young adults in the exploration phase of their career were found to have lower life satisfaction and job/career satisfaction than older employees (Bergh, 2009). This was attributed to the stronger need by young employees to be exposed to a variety of challenging job tasks as well as opportunities for growth and development for them to gain the skills and experience they need. Savickkas (2007) noted that as individuals learn the value of work in their lives and how to balance their own needs with job demands, they begin to find work salient in their life. Again, as employees get established in their career in later life and exposed to variety of jobs and challenges, they get the opportunity to express their creativity which engenders feeling of career/life satisfaction.

H₂: Male and female teachers will differ significantly on their career anchors.

5. Age and Career anchors

There have been mixed findings regarding employees' age and their career orientations. For instance, Yarnall (1998) found no significant differences between the career anchors of different ages. However, a number of studies also found age to be a significant antecedent of career decisions and inner drives. Rodrigues and Guest (2010) noted that as people experience life, advance in age and go through career stages, their values and motives change. This accounts for age predicting career anchors. In 2003, Marshall and Bonner found age to be a significant predictor of the value placed on the security/stability, autonomy/independence and service/dedication to a cause career anchors. Coetzee and Schreuder (2008) also found that with the exception of the lifestyle and entrepreneurial creativity career anchors, all other career anchors indicated significant differences between the age groups. Earlier research by Hardin (1995) also found that younger employees were dominant on lifestyle career anchor, and those employees dominant on general managerial competence were older

H₃: Ghanaian teachers' age will positively relate to their career/life satisfaction.

6. The Method

6.1 Research Design

The design used for the study was the quantitative survey design. The survey design was considered appropriate for this study because it seeks to collect data from a sample of public school professional teachers about their career orientations and satisfaction with life, using questionnaires.

6.2 Respondents and Procedure

The study sampled 297 teachers from the basic and Senior High Schools from the Cape Coast and Tema Metropolises in the Central and greater Accra regions of Ghana respectively. The sample consisted of 141(47.47%) males and 156 (52.53%) females, with average age of 31.41 years. The distribution of the sample is approximate to the national sex distribution of the population (Females, 51.2 percent and males 48.8 percent: Ghana Statistical Service, 2012). The ages of the respondents range from 21-59 years. In obtaining the sample, efforts were made to get ALL teachers in the selected schools, instead of selecting some of them. Notwithstanding this, not all of them took part in the study, because some teachers decided not to take part. As there was no intention to compare results from the two Metropolises, all the responses were put together. Out of the 453 questionnaires distributed, 332 were received and 38 were rejected due to missing data in a whole section of the questionnaire and other defects, leaving a balance of 297 that was used for the analyses (66% return/success rate).

6.3 Research Instrument

6.3.1 Career Orientations Inventory (COI)

The career orientation inventory was used to measure the career anchors of teachers. The original COI (DeLong, 1982a, 1982b) is a self-rated measure containing 40 items. A seven-point Likert-type scale was used for the responses to each of the 40 items. The 7-point scale is: 1 =strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 =slightly agree, 6 =agree, 7 =strongly agree. Total scores obtained for each of the eight categories of career anchors were added together and averaged to yield an individual score for each career anchor. The inventory was pre-tested, regarding this study, and yielded a cronbach's alpha ranging from .70 to .86 for the various career anchor (see table 1). These were considered satisfactory for the study. The cronbach's alpha for the main study also range from .72 to .87.

6.3.2 General Life Satisfaction

The general life satisfaction of the respondents was measured with a single 4-item subjective work experiences scale (Bergh, 2009) measuring global self-perceived life satisfaction, job or career satisfaction, happiness and participants' perception of their work as a valuable activity was used. In this study, the four items were aggregated to give a composite score of *general satisfaction with career/life*. A seven-point Likert-type of scale was used for the responses to each of the four items. The 7-point scale is: 1 =strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 =slightly agree, 6 =agree, 7 =strongly agree. A pre-test of the scale yielded a cronbach's alpha of .76 and that of the main study was .72.

7. Results and Discussion

The data was analysed using both descriptive and inferential statistics. Means scores and standards deviations of the main variables were computed since they were measured on interval scale. The independent samples t-test and the Pearson's Product-Moment correlations were used to analyse and to test the hypotheses.

H₁: Ghanaian teachers' career anchors will significantly influence their career/life satisfaction.

H1a: Service and dedication will have the strongest influence on Ghanaian teachers' satisfaction with career/life

Coetzee (2012) asserts that, employees' career motives and values underlie their career anchors, which in turn influence their sense of life/career satisfaction. In view of this, the first hypothesis sought to find out how Ghanaian teachers' career anchors influence or predict their career/life satisfaction. The second aspect of this hypothesis suggests that service dedication will be a better predictor of Ghanaian teachers' work experience. This was tested, using the Pearson's Product-Moment correlation coefficient, together with the coefficients of determination. The results, as presented in Table 4 shows that all the career anchors significantly related to the teachers' satisfaction with life and seeing teaching as a satisfying career.

Table 1: Relationship between Career anchors and Satisfaction with Life

Measures	Correlation coefficient	Coefficient of determination	of p-value
Managerial competence	.264	.070	.001
Functional competence	.163	.027	.002
Entrepreneurial creativity	.246	.061	.001
Security and stability	.371	.138	.001
Autonomy	.145	.021	.006
Lifestyle motivations	.326	.106	.001
Pure challenge	.322	.104	.001
Service and dedication to a cause	.374	.140	.001

Though the coefficients were not very strong, (suggesting that there are other factors that account for teachers' work experience) they were all statistically significant. Generally, service dedication ($r = .374$, $p = .001$) and Security and stability career anchors ($r = .371$, $p = .001$) had the highest influence on teachers' General life and career satisfaction. Service/dedication to cause accounted for 14.0% of the variance in satisfaction with life. Thus, this career anchor predicts 14% of the reasons why teachers would be satisfied with their career and life. The results supported the hypotheses. Security and stability also accounted for 13.8% of the variance in satisfaction. This suggests that teachers who are high on service and dedication to cause, and also those who are high on security and stability are more likely to be satisfied with teaching and see the profession as a valuable career, thereby having satisfaction with their life. It is worth noting that these two anchors that had the greatest influence on perceiving teaching as a valuable career and satisfaction with life did not relate to turnover intention. What this means is that individuals who score high on service and dedication to cause, and security and stability are more likely to be satisfied with their career as teachers and life, so would be less likely to think of leaving the teaching profession.

Coetzee, Bergh and Schreuder (2010) observed that having a strong sense of career purpose or viewing one's career as a calling to serve (and not merely as a job or career) is a strong positive driver of people's perception of work being a valuable activity. This makes them achieve congruence between their career anchor and their work context, giving them inner satisfaction and so, generally satisfied with their lives. Again, teaching in the Public schools offers very strong employment security. This means that individuals with strong security and stability career anchors would be fulfilled in the teaching profession in Ghana, as their job security is highly stable.

The anchors that had the lowest influence on satisfaction were autonomy ($r = .145$, $p = .006$), Technical or functional competence ($r = .163$, $p = .002$), entrepreneurial creativity ($r = .246$, $p = .001$) and managerial competence ($r = .264$, $p = .001$). The autonomy career anchor determined only 2.1% of teachers being satisfied with their career and life, while technical competence determined 2.7% only. Entrepreneurial creativity and managerial competence anchors determined 6.1% and 7.0% respectively. Behavioural adaptive individuals were found to have negative perception of their work lives (Clinton-Baker, 2013). Individuals with autonomy, technical/functional competence, entrepreneurial creativity and general managerial competence are all high on behavioural adaptive skills. The findings in this study therefore give credence to the behavioural adaptive-negative perception of work life hypothesis. In fact, some studies have found entrepreneurial creativity career anchor to be a negative predictor of job/career satisfaction (Clinton-Baker, 2013).

An individual's subjective career satisfaction involves the evaluation of his/her current career attainments as well as the perception of career related factors, such as career self-view or career orientation (Heslin, 2005). People have diverse career self-view. Heslin noted that there is congruence between employees' career self-view and career attainment which leads to positive career evaluation and satisfaction. The proposition that individuals whose career anchors are congruent with their job report a significantly higher mean level of job satisfaction than those who lack such congruence was supported by Danziger and Valency (2006). Hall and Chandler (2005) indicated that the interdependence model of career success suggests that an individual's objective career success serves as an important basis for his/her subjective career satisfaction, which in turn guide their decisions. However, it is important to note that individuals will not be able to act in a manner that is congruent with their preferences when external situational (e.g. no reasonable alternative job options) and/or personal life (e.g. family commitments) constraints prevent them from doing so (Feldman & Bolino, 1996, in Clinton-Baker, 2013).

H₂: Male and female teachers will differ significantly on their career anchors.

This hypothesis sought to find out whether male and female teachers differ significantly on any of the career anchors. The independent samples t-test was used to test the hypothesis since the level of measurement on the dependent variable was interval and the independent variable involves two independent levels of sex (male and female).

Table 2: Sex Difference in Teachers' career Anchors

Measures	Males	Females	t-Stats	p-value
Managerial competence	22.89	20.52	4.05	.001
Functional competence	26.76	27.48	-1.46	.145
Entrepreneurial creativity	28.09	27.25	1.43	.153
Security and stability	24.93	24.78	0.241	.810
Autonomy	23.57	21.89	2.42	.016
Lifestyle motivations	26.65	6.19	0.790	.430
Pure challenge	28.38	24.40	6.146	.001
Service and dedication to a cause	28.70	28.59	0.195	.846

A test of significance indicates that males were significantly higher on general Managerial competence ($t = 4.05$, $df = 295$, $d = 2.37$, $p = .001$), Pure challenge ($t = 6.14$, $df = 295$, $d = 3.9$, $p = .001$) and Autonomy or independence ($t = 2.42$, $df = 295$, $d = 1.59$, $p = .016$) than females. There were no significant differences between male and female teachers with respect to the other career anchors.

Significant differences between dominant career anchors of males and females have been observed in the literature, with males and females focusing on different career anchors (e.g. Coetzee et al., 2007; Marshall & Bonner, 2003). The current study however found statistically significant differences for general managerial competence, pure challenge, and Autonomy or independence. These anchors relate to traditional male attributes. Males are expected to be in charge, solve problem and be independent in the Ghanaian and other African context. This corroborates Coetzee and Roythorne-Jacobs (2012), women and men differ on career anchors owing to historical experiences as a minority group in a male-dominated work environment and differences in their values. Giiffeth *et.al.*, (2000) also observed managerial gender differences, and Dysvick and Kuvaas (2013) noted that men are often engaged to solve problems. Thus, men accept challenges because of the inner drive which is congruent with doing so. Coetzee and Schreuder (2008) observed that males showed higher preferences for general managerial competence, autonomy/independence, pure challenge and entrepreneurial creativity career anchors, while females showed a high preference for the security/stability career anchor. Female teachers in this study did not show any significant higher preference for any of the career anchors.

Other studies were not supported by this study. For example, Hardin (1995) found that a higher percentage of females than males were lifestyle oriented, while males were more than twice as likely as females to possess the general managerial or entrepreneurial creativity career anchors. Danziger and Valency (2006) also found that the proportion of women was significantly higher than men in the lifestyle anchor. Many working women are more concerned with how to balance the different facets of their lives- work, family and leisure, than men, hence the dominance of females in the life style anchor in many studies. The current study, however, found no significant difference between male and females, a result that corroborates that of Coetzee and Schreuder (2008), Kniveton (2004) and Marshall and Bonner (2003) whose findings also did not indicate significant differences between males and females regarding the lifestyle anchor. In a nut shell, this study and other empirical findings suggest that males and females differ in their career self-concept based on their inner motives and drives.

H₃: Ghanaian teachers' age will positively relate to their career/life satisfaction.

H₄: Age of Ghanaian teachers will significantly relate to the various career anchors.

The Pearson's Product moment correlation coefficient was used to test these hypotheses. The results are presented in table 3.

Table 3: Relationship between respondents' age, career anchors and life satisfaction

Measures	Pearson's r	Coefficient of determination	p-value
Managerial competence	-.052	--	.184
Functional competence	-.022	--	.350
Entrepreneurial creativity	-.004	--	.470
Security and stability	-.044	--	.224
Autonomy	-.074	--	.095
Lifestyle motivations	-.054	--	.177
Pure challenge	-.160	.026	.003*
Service and dedication to a cause	-.115	.013	.024*
Life Satisfaction	-.077	--	.093

- Significant at least at .05

The results generally indicated that the age of the teachers had significant negative relationship with two of the career anchors. Among the career anchors, only pure challenge ($r = -.160$, $p = .003$) and service dedication ($r = -.115$, $p = .024$) were significantly related to the age of the teachers. This suggests that, as people grow older, their desire to accept challenges, as well as desire to serve and be dedicated to a given cause reduces, with small effect sizes. As aptly indicated by Rodrigues and Guest (2010), as people experience life, advance in age and go through career stages, their values and motives change. The results of this study indicate that younger employees are more likely to accept challenging work experiences and be dedicated to cause than older individuals. Age explains 2.6% of why people accept challenges and 1.3% of being dedicated to cause. Marshall and Bonner's (2003) study found age to be a significant predictor of the value placed on the security/stability, autonomy/independence and service/dedication to a cause career anchors. Coetzee and Schreuder (2008) also found that with the exception of the lifestyle and entrepreneurial creativity career anchors, all other career anchors indicated significant differences between the age groups. These have not been supported in this study.

Regarding the age of the teachers and their career/life satisfaction, the result shows that there is no significant relationship between the age of Ghanaian teachers and their life satisfaction. The findings in this study corroborate that of Sarker *et. al* (2003), who found no significant relationship connecting employees age and their satisfaction with work experiences and satisfaction. However, several studies by earlier researchers have found significant age differences in job satisfaction among employees, with notable variations across the ages, with older employees reporting higher satisfaction than younger ones (e.g. Doering, Rhodes & Schuster, 1983; Warr, 1992). It seems that when employees are younger, they have vigour and high expectations which give them good feeling about their career and job. But as they grow older, there might be unfulfilled expectations which can bring about reduced satisfaction with the work experiences. Given that most people spend greater part of their lives at the workplace, when there is a feeling of dissatisfaction at the workplace, it can spillover over to the general life satisfaction.

8. Summary and Conclusions

The prime aim of the study was to investigate how the inner drives and motives of employees, embedded in their career anchors, relate to their satisfaction with career and general life satisfaction. The quantitative survey was conducted using professional teachers. The analyses indicated that the inner drive and motives of the teachers have significant implications for their satisfaction. Service dedication especially has significant implication for the teaching profession. Male were significantly higher on managerial competence, pure challenge and autonomy than females, and the age of the teachers also had significant negative relationship with pure challenge and service dedication. Thus, males and younger employees would be generally more satisfied with challenging jobs than females and older employees.

These findings have implications for practitioners and individuals alike. It is important that employers must ensure congruence between employees' career drives and the tasks they are assigned, if positive work outcomes are to be achieved. Individuals also need to be aware of their expectations and be realistic when dealing with their employers. There is the need for career guidance and counselling practitioners to help individuals to identify their career drivers and motives to help them choose appropriate careers. This would invariably enhance their career and general life satisfaction.

9. Recommendations for Future Research

Research on career anchors is important to guide current selection, placement, career development and reward practices. In view of this more research is need in this area. The current study looked at the career anchors of only professional teachers at the basic and secondary school levels. We recommend that future studies should look at the career anchors that are relevant for teaching at the higher educational levels. Another area that future research should focus on is the career anchors that are congruent for education administrators, since they work together with the teaching staff to promote education in Ghana.

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