

BULGARIAN TEACHERS' CAREER MOTIVATORS

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Abstract

A review of several studies of teachers' career motivation since Bulgarian Renaissance till nowadays is presented in this paper. 203 Bulgarian teachers in public schools were studied by means of a questionnaire created by Slavchov & Stoyanova (2007) measuring career motivational types, according to Moses' typology (2003). The career motivational type of Authenticity seekers was the most preferred by the studied Bulgarian teachers, followed by Personal developers and Stability seekers. Career builders as a career motivational type was minor career motivator, the least preferred one by Bulgarian teachers. A lot of significant positive correlations existed between teachers' career motivational types. Some social-demographic factors (such as gender, specialty, work experience, and age) differentiated teachers' career motivators. The type of Autonomy seekers was more preferred career motivator by male teachers than by female teachers in correspondence to the traditional stereotypes for men. Longer teachers' work experience and teachers' advance in age were related to more frequency of Stability seekers, but less frequency of Novelty seekers career motivator. Preschool and elementary school teachers preferred more strongly Authenticity seekers as a career motivator than teachers in natural sciences and mathematics. Establishing major career motivators for teachers may be related to opportunities for improvement of performance and work satisfaction.

Key words: career motivation, motivational types, school teachers, work satisfaction.

Introduction

Career motivation includes drive for action, goal setting (Heckhausen, 1986) of long-term goals ("CoMeIn", 2011), occupational attitudes, vocational commitment (Agbor-Baiyee, 1997; Holland, 1973), career interests, and expectations (Nauta, 2004). The study of teachers' career motivation could contribute to improving work performance and work engagement. Establishing major career motivators for teachers would permit development of further strategies for enhancing work satisfaction.

Different studies of Bulgarian teachers' career motivation have been carried out. They typically have surveyed career motivation of about 100 teachers in a couple of schools or in a given scientific area. Their findings reveal some trends in the dynamics of career motivation of Bulgarian teachers.

Bulgarian teachers during Renaissance were motivated by their will to serve the God and the nation; to create change, progress, a new scientific school; to give knowledge, to serve the sci-

ence; to have prestige; to gain their incomes; to travel, to study and to acquire specialization; and to facilitate one's life. Nowadays Bulgarian teachers are also motivated by their will to innovate, to create, to give knowledge, to create a scientific school, to serve the science, to have prestige, to gain their incomes, to travel, to study and to acquire specialization, and to facilitate one's life (Hristov, 2013). Teachers could be motivated by power, creativity, communication, material reward (salary), and their students' achievements (Dimitrova, 2011, p.45, p.49). These career motivators could be summarized in Moses' concept (2003) of eight career motivational types.

Being more powerful is related to teachers' authority and autonomy. Moses (2003) identified the career motivational type of Autonomy seekers that could be important for teachers. Contemporary teacher's authority is based on charisma and autonomy that permit teachers to use their pedagogical power - reward, coercion, expert, referent, and legitimate (Zaharieva, 2011, p.104). Bulgarian teachers preferred using syncretic power, i.e. more than one type of power, often applying legitimate power (especially female teachers) and Reward power (Stoyanova & Ivantchev, 2016). Autonomy seeking should be an important career motivator for Bulgarian teachers – for example Bulgarian teachers in economics are motivated by autonomy (Boyanov, 2012, pp. 17-18). Bulgarians value Autonomy (Papazova et al., 2008, p.49). There is a trend towards giving more autonomy and responsibilities of Bulgarian teachers ("Eurydice, the information network on education in Europe", 2008). More than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with autonomy in their work (Boyanov, 2012, pp. 17-18; Totseva, 2015).

Students' achievements are a way of teacher's recognition. Bulgarian teachers' work receives recognition at least in the form of assessment (Valchanova, 2011). About 1/3 of Bulgarian teachers have high achievement motivation and high motivation for being recognized, receiving high social prestige (Kostova & Ivanov, 1996, p.140). Nowadays, Bulgarian teachers have been losing their social prestige. They are belittled by Bulgarian media (Draganova, 2011, p.135). Bulgarian teachers' social prestige is too low (Debochichka, 2011), so their motivation may be low. The findings of several surveys indicate European teachers' low level of motivation, including Bulgarian teachers' low motivation ("Eurydice, the information network on education in Europe", 2008, p.73). One further study later in the years revealed that more than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with being recognized for their well-done job, their personal achievements and work challenges (Totseva, 2015). These controversial findings indicate the need for further investigation of teachers' recognition and prestige as important motivators for work. As another study revealed, 176 Bulgarian sports teachers were the most motivated when feeling respected and appreciated for their hard work (Trifonova, 2009). Bulgarian teachers in economics are motivated by being recognized for well-done job (Boyanov, 2012, pp. 17-18).

Teachers' appreciation, recognition, and respect could be related to Authenticity seeking career motivational type (because one completes a job that corresponds to their qualities and preferences), Personal developers as a career motivational type (because one shows that s/he is an expert in the field), Sociability seeking as a career motivational type (because one receives a positive feedback and maintains satisfactory relationships in this way), Career builders as a career motivational type (because one sees the possibility for career advance by means of good performance). Significant positive correlations are expected between teachers' career motivational types.

More than a half of the studied Bulgarians from 1997 to 1999 valued the respected position in the organizational hierarchy (related to Career builders' motivation) (Minkov, 2007). Bulgarian teachers in economics are motivated by possibilities for career advance in organizational hierarchy (Boyanov, 2012, pp. 17-18). More than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with the possibilities for career development and career advance (Totseva, 2015). However, Career builders seem not to be among major career motivators for Bulgarian teachers, because Bulgarians are rarely Career builders for whom advance in the organisational hierarchy is the most important (Stoyanova, 2013).

Naturally, almost a half of Bulgarian teachers are motivated by seeking knowledge and caring for other people (Kostova & Ivanov, 1996, p.140). Bulgarians value Mastery (Papazova et al., 2008, p.49) that could be related to Personal developers as a career motivational type (Moses, 2003) expressed in striving for honing skills and acquiring new ones. The sports teachers were the most satisfied feeling good specialists, and with the content of their work (Trifonova, 2009). More

than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with the possibilities for enhancing their qualification with different specializations (Totseva, 2015). Bulgarian teachers in economics are motivated by possibilities for personal and professional development (Boyanov, 2012, pp. 17-18). The career motivational types of Personal developers and Authenticity seekers have been among the major career motivators in Bulgaria since 2007 till now (Ivantchev & Stoyanova, 2015).

More than a half of the studied Bulgarians from 1997 to 1999 valued interesting work relevant to one's abilities (Minkov, 2007) related to Authenticity seekers and Personal developers career motivation. More than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with the possibilities for using their authentic professional skills (Totseva, 2015). Authenticity means one's vocation to be realized with wish, satisfaction, and effectiveness (Valchanova, 2011, p.67). The students in secondary education determine their teachers as authentic if the teachers are passionate about what they teach and being experts they can explain their knowledge to the students giving them the sense of uniqueness, but keeping the distance from them (De Bruyckere, P., & Kirschner, P. A. (2016). Personal developers and Authenticity seekers seem related to each other and correlation is expected to be found between these two career motivational types. Moreover, some similarities in the career motivational types in Bulgaria and Greece concerned prevalence of Personal developers, Stability seekers, and Authenticity seekers (Giannouli & Stoyanova, 2014). It is also expected Personal developers, Stability seekers, and Authenticity seekers to be amongst teachers' major career motivators.

Material reward (salary) could be related to the career motivational type of Stability seekers (Moses, 2003) giving the feeling of security. More than a half of the studied Bulgarians from 1997 to 1999 valued security and stability at work (Minkov, 2007) related to Stability seekers career motivation. More than 90% of Bulgarian sports teachers were dissatisfied with their incomes (Trifonova, 2009). 1/6 of the Bulgarian teachers studied in 2012-2013 were rather satisfied with their incomes, but more than a half of the Bulgarian teachers were satisfied with security in being able to keep their work in the same school, as well as with material conditions for work at school (Totseva, 2015). More than a half of Bulgarian teachers in economics are satisfied with their security in their workplace, and material environment, but most of them are dissatisfied with their income that is an alarming signal, because Bulgarian teachers in economics are the most motivated by their income, followed by their material environment, and security for keeping their job (Boyanov, 2012, pp. 17-18). More and more Stability seeking is substituting Lifestylers (private life is more important than professional duties are) as leading career motivation for Bulgarian students, including students in pedagogical specialties, in 2007, 2013 and 2015 (Ivantchev & Stoyanova, 2015). The career motivational type of Stability seekers has increased its importance during the years, and the career motivational type of Lifestylers has diminished its significance as a career motivator (Stoyanova, 2016). However, almost half of the Bulgarian teachers studied in 2012-2013 was satisfied with their leisure time (Totseva, 2015).

Communication as a career motivator (Dimitrova, 2011, p.45) is related to the career motivational type of Sociability seekers (Moses, 2003). More than a half of the studied Bulgarians from 1997 to 1999 valued good relationships with their colleagues and acquaintances in the workplace (Minkov, 2007) related to Sociability seekers career motivation. More than a half of Bulgarian teachers have high social motivation (Kostova & Ivanov, 1996, p.140). The highest lack of motivation among Bulgarian sports teachers was in the case of disputing with their colleagues, not having good relationships with their colleagues, but the sports teachers were mainly satisfied with their relationships with their heads (Trifonova, 2009). Bulgarian teachers in economics are motivated by their good relationships with their students, heads, and colleagues (Boyanov, 2012, pp. 17-18). Fortunately, more than a half of Bulgarian teachers in economics are satisfied with good relationships with their students, colleagues, students' parents, and heads (Boyanov, 2012, pp. 17-18). More than a half of the Bulgarian teachers studied in 2012-2013 were satisfied with the relationships with their heads and colleagues (Totseva, 2015). Bulgarian teachers are satisfied more by their relationships at school and recognition of their professional achievements, than by their participation in courses for improvement of their qualification, their career advance, and income (Gospodinov, 2013, p.70).

Creativity that motivates teachers (Dimitrova, 2011, p.45) is related to striving for innovations. Moses (2003) identified the career motivational type of Novelty seekers that strive to innovate. On

the one hand, this career motivational type could be widespread amongst teachers, because innovations are positively assessed in education and perceived as good (Carrington, Coomber, Letherby & Scott, 2016). On the other hand, teachers are restricted in their impulses for changes by the school rules, curricula, traditions, etc., so Novelty seekers may be not strongly expressed teachers' career motivator. Teachers with many years of work experience could easily follow routines in their work, but newly appointed teachers may tend to try more innovative approaches, for example related to modern technical equipment, digitalisation in education, etc.

The literature review has given the reasons for stating the following hypotheses to be studied with the aim to reveal Bulgarian teachers' major career motivators:

1. Autonomy seekers, Personal developers, Stability seekers, and Authenticity seekers would be important career motivators for Bulgarian teachers, whilst Career builders would not be among major career motivators for Bulgarian teachers.
2. Significant positive correlations are expected between teachers' career motivational types.
3. Some social-demographic factors (such as gender, specialty, and work experience) were expected to differentiate teachers' career motivators.

Methodology of Research

Sample

According to the data of National Statistical Institute, teachers in Bulgarian pre-school, elementary and secondary public school educational sector were 76123 during 2015/2016 academic year ("Republic of Bulgaria National Statistical Institute", 2016). The needed sample size for a representative study of teachers in public pre-school and school educative institutions was 195 with confidence interval 7 and confidence level 95% ("Creative Research Systems", 2012).

203 Bulgarian teachers were studied voluntarily. Their age was from 23 years old to 62 years old, mean age 42.68 years old ($SD = 8.8$). They lived in different regions of Bulgaria, mainly in the central and southern part of the country. 38 were men (18.7%) and 165 were women (81.3%).

Most of them had an intimate partner ($N=152$; 74.9%) – being married ($N=142$; 70%) or cohabitating ($N=10$; 4.9%). A few teachers did not have any intimate partner ($N=41$; 20.2%) – being single ($N=21$; 10.3%), divorced ($N=15$; 7.4%), or widowed ($N=5$; 2.5%). 10 teachers did not report their family status (4.9%).

Their work experience varied from 1 year to 38 years, mean work experience 18.17 years ($SD = 9.5$). 50 teachers (24.6%) had work experience from 1 to 10 years had; 71 teachers (35%) - from 11 to 20 years; 56 teachers (27.6%) - from 21 to 30 years; and 26 teachers had work experience from 31 to 38 years.

68 were elementary school teachers or pre-school teachers (33.5%). 31 were language teachers (15.3%). 31 taught natural and mathematical school courses (15.3%). 22 taught philosophical cycle of school courses (10.8%). 10 taught economic school courses (4.9%). 5 taught music or art (2.5%). 5 taught physical education (2.5%). 31 teachers did not indicate their specialty (15.3%).

Instrument

A questionnaire created by Slavchov & Stoyanova (2007) was used that measured career motivational types, according to Moses' typology (2003).

Moses (2003, pp. 27-55) identified eight career motivational types described in brief as follows: Sociability seekers strive for maintaining good relationships. Career builders strive for advance in the organisational hierarchy. Authenticity seekers need to express and follow own values. Personal developers strive for honing skills and acquiring new ones. Autonomy seekers want to be independent from authority in their work. Novelty seekers prefer changing tasks and jobs. Stability seekers prefer following established routines in work and feeling secure. Lifestylers spend time in leisure pursuits and consider their personal life as more important than their work.

Each career motivational type in the questionnaire created by Slavchov & Stoyanova (2007) included 8 items and the scale Lie (social desirability) included 9 items. The answers were given on a 5-point scale from "1 Not at all" to "5 A lot". Cronbach' alphas varied between .65 to .81 for all scales (Slavchov & Stoyanova, 2007).

Data Analysis

Data were processed statistically by means of SPSS 16 using descriptive statistics for presenting preferences for career motivational types; Paired – samples t-test for differentiating preferences for career motivational types; linear regression method for investigating age and work experience as predictors of career motivators; Pearson correlation coefficient for establishing the relationships between career motivators; Independent samples t-test for differentiating career motivators by teachers' gender and family status; ANOVA for differentiating career motivators by teachers' specialty. Agna software (Benta, n.d.) was used for data visualization in Figure 2.

Results of Research

Teachers' preference for the career motivational types correlated weakly to their social desirability (see Table 1).

Table 1. Pearson correlations between career motivational types and social desirability.

	Authenticity seekers	Personal developers	Stability seekers	Lifestylers	Career builders	Sociability seekers	Novelty seekers	Autonomy seekers
Social desirability	R .193	.163	.126	-.034	.001	.223	.056	.029
	P .006	.022	.076	.631	.984	.002	.433	.686
	N 199	199	199	199	199	199	199	199

Career motivational type of Authenticity seekers was the major career motivator among Bulgarian teachers (see Figure 1). The studied teachers strived to express their values in their work.

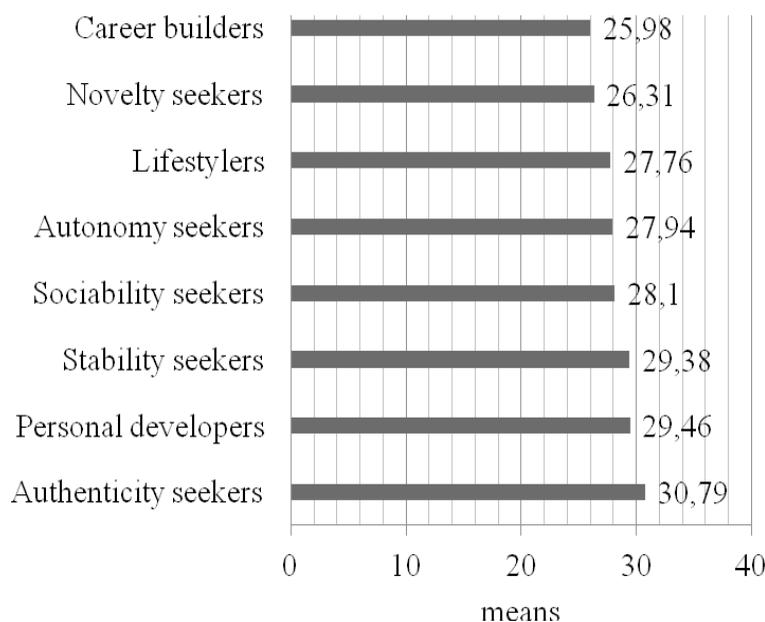


Figure 1: Means of teachers' scores on career motivational types.

The career motivational type of Authenticity seekers was more preferred by the studied Bulgarian teachers than the other career motivational types (see Table 1). Personal developers and Stability seekers did not differ significantly as preferred career motivators; neither Lifestylers, Autonomy seekers and Sociability seekers; neither Career builders nor Novelty seekers (see Table 2).

Table 2. Results from paired – samples *t* test comparing preference for different career motivators by teachers.

Pairs of compared career motivators	<i>t</i> (202)	<i>p</i>
Authenticity seekers - Personal developers	3.809	<.001
Authenticity seekers - Stability seekers	3.996	<.001
Authenticity seekers - Lifestylers	8.318	<.001
Authenticity seekers - Career builders	12.512	<.001
Authenticity seekers - Sociability seekers	8.690	<.001
Authenticity seekers - Novelty seekers	12.057	<.001
Authenticity seekers - Autonomy seekers	8.737	<.001
Personal developers - Stability seekers	.165	.869
Personal developers - Lifestylers	3.735	<.001
Personal developers - Career builders	7.937	<.001
Personal developers - Sociability seekers	3.811	<.001
Personal developers - Novelty seekers	8.678	<.001
Personal developers - Autonomy seekers	3.808	<.001
Stability seekers - Lifestylers	4.548	<.001
Stability seekers - Career builders	7.233	<.001
Stability seekers - Sociability seekers	3.251	.001
Stability seekers - Novelty seekers	6.158	<.001
Stability seekers - Autonomy seekers	3.210	.002
Lifestylers - Career builders	4.159	<.001
Lifestylers - Sociability seekers	-.891	.374
Lifestylers - Novelty seekers	3.214	.002
Lifestylers - Autonomy seekers	-.461	.646
Career builders - Sociability seekers	-5.503	<.001
Career builders - Novelty seekers	-.823	.411
Career builders - Autonomy seekers	-4.651	<.001
Sociability seekers - Novelty seekers	4.865	<.001
Sociability seekers - Autonomy seekers	.446	.656
Novelty seekers - Autonomy seekers	-4.296	<.001

Teachers' preference for the career motivational type of Authenticity seekers was related to their preference for the career motivational types of Personal developers ($r_{(201)} = 0.349$; $p < .001$), Career builders ($r_{(201)} = 0.357$; $p < .001$), Sociability seekers ($r_{(201)} = 0.396$; $p < .001$), and Autonomy seekers ($r_{(201)} = 0.38$; $p < .001$).

Teachers' preference for the career motivational type of Personal developers was related to their preference for the career motivational types of Sociability seekers ($r_{(201)} = 0.398$; $p < .001$), and Novelty seekers ($r_{(201)} = 0.447$; $p < .001$).

Teachers' preference for the career motivational type of Lifestylers was related to their preference for the career motivational types of Stability seekers ($r_{(201)} = 0.328$; $p < .001$).

Teachers' preference for the career motivational type of Career builders was related to their preference for the career motivational types of Novelty seekers ($r_{(201)} = 0.419$; $p < .001$), Sociability seekers ($r_{(201)} = 0.416$; $p < .001$), and Autonomy seekers ($r_{(201)} = 0.322$; $p < .001$).

Teachers' preference for the career motivational type of Sociability seekers was related to their preference for the career motivational types of Autonomy seekers ($r_{(201)} = 0.369$; $p < .001$), and Novelty seekers ($r_{(201)} = 0.369$; $p < .001$).

Teachers' preference for the career motivational type of Novelty seekers was related to their preference for the career motivational types of Autonomy seekers ($r_{(201)} = 0.359$; $p < .001$).

All significant correlations between teachers' career motivational types are visualized in Figure 2.

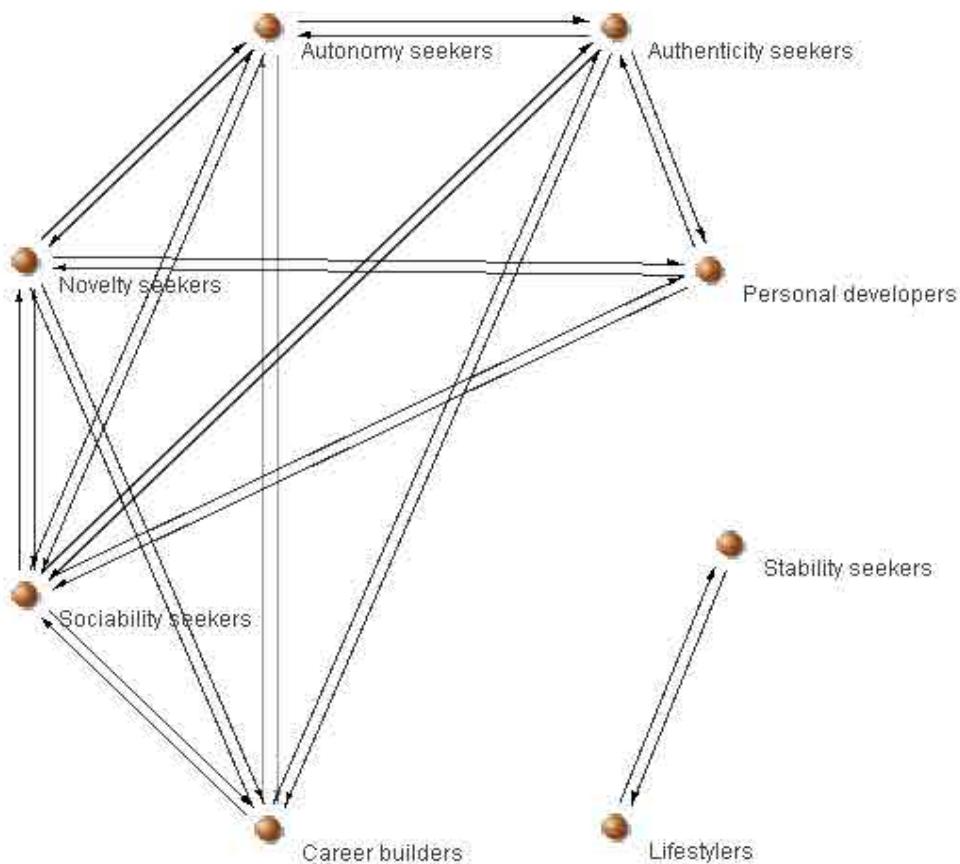


Figure 2: Positive significant correlations between teachers' career motivational types.

There were a lot of significant positive correlations between teachers' career motivational types, i.e. career motivators were related to each other.

Table 3. T-test for differentiating teachers' career motivators and social desirability by their gender.

Types	Gender	N	M	SD	t	df	p
Authenticity seekers	Male	38	30.79	4.154	-0.007	201	.995
	Female	165	30.79	3.481			
Personal developers	Male	38	29.21	5.595	-0.351	201	.726
	Female	165	29.52	4.754			
Stability seekers	Male	38	29.82	3.931	.684	201	.495
	Female	165	29.28	4.399			
Lifestylers	Male	38	28.58	3.644	1.256	201	.211
	Female	165	27.57	4.632			
Career builders	Male	38	27.58	5.588	1.962	201	.051
	Female	165	25.61	5.566			
Sociability seekers	Male	38	29.08	4.576	1.546	201	.124
	Female	165	27.87	4.282			
Novelty seekers	Male	38	27.42	5.081	1.545	201	.124
	Female	165	26.05	4.878			
Autonomy seekers	Male	38	29.58	4.880	2.460	201	.015
	Female	165	27.56	4.477			
Social desirability	Male	37	34.70	5.517	1.342	197	.181
	Female	162	33.20	6.289			

The type of Autonomy seekers was more preferred career motivator by male teachers than by female teachers (see Table 3).

Teachers' family status of having or not an intimate partner did not differentiate their career motivators (see Table 4).

Table 4. T-test for differentiating teachers' career motivators and social desirability by their family status (having or not an intimate partner).

Variables	t	df	p
Authenticity seekers	-.118	191	.906
Personal developers	-1.094	191	.275
Stability seekers	.021	191	.983
Lifestylers	-1.314	191	.191
Career builders	-1.935	74.117*	.057
Sociability seekers	.206	191	.837
Novelty seekers	-.594	191	.553
Autonomy seekers	.734	191	.464
Social desirability	1.078	191	.282

Note: Levene's Test for Equality of Variances = 4.281, $p = .04$

Teachers' age did not predict career motivational types of Authenticity seekers ($R = 0.104$; $R^2 = .011$; $F_{(1, 197)} = 2.151$; $p = .144$; $b = 0.043$; $t = 1.467$; $p = .144$), Personal developers ($R = 0.14$; R^2

$< .001$; $F_{(1,197)} = 0.039$; $p = .843$; $b = -0.008$; $t = -0.199$; $p = .843$), Lifestylers ($R = 0.059$; $R^2 = .003$; $F_{(1,197)} = 0.682$; $p = .41$; $b = -0.03$; $t = -0.826$; $p = .41$), Career builders ($R = 0.106$; $R^2 = .011$; $F_{(1,197)} = 2.258$; $p = .135$; $b = -0.068$; $t = -1.503$; $p = .135$), Sociability seekers ($R = 0.07$; $R^2 = .005$; $F_{(1,197)} = 0.982$; $p = .323$; $b = 0.035$; $t = 0.991$; $p = .323$), and Autonomy seekers ($R = 0.029$; $R^2 = .001$; $F_{(1,197)} = 0.161$; $p = .688$; $b = 0.015$; $t = 0.402$; $p = .688$).

Teachers' age predicted career motivational types of Stability seekers ($R = 0.172$; $R^2 = .03$; $F_{(1,197)} = 6.014$; $p = .015$; $b = 0.085$; $t = 2.452$; $p = .015$), and Novelty seekers ($R = 0.151$; $R^2 = .023$; $F_{(1,197)} = 4.599$; $p = .033$; $b = -0.086$; $t = -2.144$; $p = .033$). Teachers' advance in age was related to more frequency of Stability seekers career motivator and less frequency of Novelty seekers career motivator.

Teachers' age also predicted teachers' social desirability ($R = 0.202$; $R^2 = .041$; $F_{(1,197)} = 8.347$; $p = .004$; $b = 0.143$; $t = 2.889$; $p = .004$). Teachers' advance in age was related to higher social desirability.

Of course, teachers' age and work experience correlated positively ($r_{(201)} = 0.923$; $p < .001$).

Teachers' work experience did not predict career motivational types of Authenticity seekers ($R = 0.127$; $R^2 = .016$; $F_{(1,197)} = 3.245$; $p = .073$; $b = 0.049$; $t = 1.801$; $p = .073$), Personal developers ($R = 0.024$; $R^2 = .001$; $F_{(1,197)} = 0.113$; $p = .737$; $b = 0.013$; $t = 0.337$; $p = .737$), Lifestylers ($R = 0.073$; $R^2 = .005$; $F_{(1,197)} = 1.064$; $p = .304$; $b = -0.035$; $t = -1.031$; $p = .304$), Sociability seekers ($R = 0.064$; $R^2 = .004$; $F_{(1,197)} = 0.805$; $p = .371$; $b = 0.029$; $t = 0.897$; $p = .371$), and Autonomy seekers ($R = 0.026$; $R^2 = .001$; $F_{(1,197)} = 0.134$; $p = .715$; $b = 0.013$; $t = 0.365$; $p = .715$).

Teachers' work experience predicted career motivational types of Stability seekers ($R = 0.173$; $R^2 = .03$; $F_{(1,197)} = 6.073$; $p = .015$; $b = 0.08$; $t = 2.464$; $p = .015$), Career builders ($R = 0.157$; $R^2 = .025$; $F_{(1,197)} = 4.98$; $p = .027$; $b = -0.092$; $t = -2.232$; $p = .027$), and Novelty seekers ($R = 0.191$; $R^2 = .037$; $F_{(1,197)} = 7.496$; $p = .007$; $b = -0.101$; $t = -2.738$; $p = .007$). Longer teachers' work experience was related to more frequency of career motivators of Stability seekers, but less frequency of such career motivators as Career builders and Novelty seekers.

Teachers' work experience also predicted their social desirability ($R = 0.152$; $R^2 = .023$; $F_{(1,197)} = 4.69$; $p = .032$; $b = 0.1$; $t = 2.166$; $p = .032$). Longer teachers' work experience was related to higher social desirability.

Table 5. Differences between career motivational types by teachers' speciality.

		N	M	SD	F(2, 127)	p
Authenticity seekers	Language teachers	31	31.10	3.815	4.378	.015
	Preschool and elementary school teachers	68	31.59	2.959		
	Teachers in natural sciences and mathematics	31	29.45	3.641		
Personal developers	Language teachers	31	30.03	5.600	0.131	.877
	Preschool and elementary school teachers	68	29.51	4.500		
	Teachers in natural sciences and mathematics	31	29.74	4.147		
Stability seekers	Language teachers	31	29.16	5.472	0.815	.445
	Preschool and elementary school teachers	68	30.03	3.886		
	Teachers in natural sciences and mathematics	31	28.97	4.029		
Lifestylers	Language teachers	31	27.00	4.967	0.525	.593
	Preschool and elementary school teachers	68	27.96	4.283		
	Teachers in natural sciences and mathematics	31	27.55	3.731		
Career builders	Language teachers	31	25.13	5.058	0.228	.797
	Preschool and elementary school teachers	68	25.85	6.136		
	Teachers in natural sciences and mathematics	31	26.00	4.973		
Sociability seekers	Language teachers	31	27.71	3.278	0.996	.372
	Preschool and elementary school teachers	68	28.47	4.013		
	Teachers in natural sciences and mathematics	31	27.32	4.585		

		N	M	SD	F(2, 127)	p
	Language teachers	31	27.39	4.731		
Novelty seekers	Preschool and elementary school teachers	68	25.31	5.393	1.966	.144
	Teachers in natural sciences and mathematics	31	25.42	4.372		
	Language teachers	31	27.65	4.708		
Autonomy seekers	Preschool and elementary school teachers	68	27.54	4.321	0.888	.414
	Teachers in natural sciences and mathematics	31	26.35	4.535		

Only teachers in three kinds of specialties (preschool and elementary school teachers, language teachers, and teachers in natural sciences and mathematics) were compared in their career motivators (see Table 5), because of few teachers from other kinds of specialties. There were statistically significant differences between preschool and elementary school teachers, language teachers, and teachers in natural sciences and mathematics only in one career motivator – Authenticity seekers. Preschool and elementary school teachers differed statistically significant from teachers in natural sciences and mathematics in their preference for Authenticity seekers career motivator ($p_{\text{Dunnett T3}} = .018$). Preschool and elementary school teachers preferred more strongly Authenticity seekers as a career motivator than teachers in natural sciences and mathematics. Language teachers did not differ statistically significant from teachers in natural sciences and mathematics ($p_{\text{Dunnett T3}} = .238$), neither from preschool and elementary school teachers ($p_{\text{Dunnett T3}} = .892$) in their preference for Authenticity seekers career motivator.

There were not any statistically significant differences between preschool and elementary school teachers, language teachers, and teachers in natural sciences and mathematics in their social desirability ($F_{(2, 124)} = 1.444$; $p = .24$).

Discussion

The first hypothesis stating that Autonomy seekers, Personal developers, Stability seekers, and Authenticity seekers were the important career motivators for Bulgarian teachers, whilst the career motivational type of Career builders was not among major career motivators for Bulgarian teachers, was almost fully supported, except for its part concerning Autonomy seekers. The career motivational type of Authenticity seekers was the most preferred by the studied Bulgarian teachers, followed by Personal developers and Stability seekers, but Sociability seekers was more frequent career motivator than Autonomy seekers, in spite of the fact that Sociability seekers and Autonomy seekers did not differ statistically significantly as being preferred career motivators. Career builders as a career motivational type was minor career motivator, the least preferred one by Bulgarian teachers.

The findings supported the hypothesis that a lot of significant positive correlations existed between teachers' career motivational types. Some other studies also have found significant positive correlations between career motivational types of different social groups of people (Giannouli & Stoyanova, 2014; Ivantchev & Stoyanova, 2015; Slavchov & Stoyanova, 2007).

The results supported the hypothesis that some social-demographic factors (such as gender, specialty, and work experience) differentiated teachers' career motivators.

The type of Autonomy seekers was more preferred career motivator by male teachers than by female teachers in correspondence to the traditional stereotype that men are more independent than women (Behar, De La Barrera & Michelotti, 2003).

Longer teachers' work experience was related to more frequency of Stability seekers, but less frequency of Career builders and Novelty seekers. Longer work experience means getting used to work routine and diminishing the opportunities for career changes when retirement would follow in a couple of years. The findings from another study in Bulgaria for different occupations also indicated that motivation for work of the Career builders and Novelty seekers diminished with the length of service (Slavchov & Stoyanova, 2007). Another possible explanation could be related to

significant positive correlation between age and years of work experience. Teachers' advance in age was related to more frequency of Stability seekers career motivator and less frequency of Novelty seekers career motivator. Some other studies have also found age differences in teachers' career motivation (Yordanov, 2016). The findings from another study in Bulgaria among the representatives of different occupations also indicated that motivation for work of Novelty seekers diminished with the advance of age (Slavchov & Stoyanova, 2007).

Teachers' family status of having or not an intimate partner did not differentiate their career motivators in support of the findings from another study in Bulgaria among the representatives of different occupations that indicated no significant differences between the single and married respondents in their motivation for work (Slavchov & Stoyanova, 2007).

Preschool and elementary school teachers preferred more strongly Authenticity seekers as a career motivator than teachers in natural sciences and mathematics. Explanation of this finding could be offered by Moses (2003) in her description of Authenticity seekers: Authenticity seekers will not sacrifice their personal values in favour of the organization motivated by their need for self-expression. They consider their product or service as important, meeting their aesthetic needs. They might have been described as artistic people.

Conclusions

This research has some limitations that could be overcome in further studies. Such a limitation concerns the need for survey of more teachers with different specialties in order to be compared for example art and music teachers, sports teachers, and many other occupational subtypes. This research was focused only on teachers in public schools, but their motivation could be compared to motivators for teachers in private schools. Longitudinal studies could permit more precisely investigating dynamics of teachers' career motivators. Career motivators could be studied in relation with career interests, attitudes, occupational attractiveness, and work satisfaction. This research gives a clue that Bulgarian teachers could be satisfied with a lot of aspects of their work, because their major career motivator of Authenticity seekers mean that their work corresponds to their values.

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Received: November 28, 2016

Accepted: December 20, 2016

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