Work orientations and well/ill-being of elementary school teachers
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Abstract
Since, according to recent studies in positive psychology, well-being of teachers is important factor in their effectiveness it would be worth finding out what contributes to teachers’ well-being.

The aim of the present study was to examine the relationship between teachers’ work orientations and their well-being and ill-being. The sample comprised 295 classroom teachers and 259 subject elementary school teachers from Zagreb area. In order to measure teachers’ well-being and ill-being, the following instruments were used: The Satisfaction with Life Scale (Diener et al., 1985), Job Satisfaction - Single Item Scale (Scarpello & Campbell, 1983), Emotional Exhaustion (Maslach et al., 1996), Positive and Negative Affective Schedule (Watson et al., 1988). Teachers’ work orientations were measured using the modified University of Pennsylvania Work–Life Questionnaire (Wrzesniewski et al., 1997).

MANCOVA results showed that class teachers were more satisfied with their work, less emotionally exhausted, approached work more frequently as calling and career, and less frequently solely as a mean of financial security. The results of hierarchical regression analysis suggested that calling orientation was significant positive, and job orientation significant negative predictor of well-being, while opposite was found for ill-being.

It was concluded that calling orientation can increase psychological well-being and decrease ill-being. On the other hand, job orientation (work just for financial security) can increase ill-being and decrease well-being. Results of present study could have practical implications for teacher education and professional counseling.

Key words: class teachers and subject teachers; ill-being; well-being; work orientations

Introduction
Scholars in the field of organizational behavior stress the importance of attitudes people hold towards their work (for review see Pratt & Ashforth, 2003; Wrzesniewski, 2003). These attitudes are often referred to as work orientations and are usually defined as general relationship to work in terms of purpose and psychological meaning (Dekas & Kamin, 2008; Roberson, 1990, Wrzesniewski, 1999).

Previous research have shown that people can have three distinct orientations to their work roles: “just job” (exclusively as a means to acquire necessary financial resources), career and calling (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985; Wrzesniewski, McCauley, Rozin, & Schwartz, 1997; Wrzesniewski, 2003). Employees who view their work as a source of material benefits (job orientation) focus on financial rewards and necessity. They work mainly for money and invest little of their self-identity in their work role. Those with career orientation focus on advancement and achievement. For them the work is source of opportunities for individual accomplishments such as status, better salary, power, and self-esteem. Finally, people with calling orientation work for the fulfillment the works give them and focus on opportunities to create socially-useful work. For them the work is important part of their identity and they are likely to have the greatest investment in their work role.

Until recently, researches have been focused mainly on calling orientation. Since 2007, the number of studies on calling has more than tripled the number written prior to that date (Duffy & Dik, 2012).
What are the reasons for this growing interest among scholars for research on calling? In past the emphasis in literature was on objective indicators of work performance. Nowadays, more attention is given to subjective indicators such as job satisfaction and feeling of success. “A new interest in the idea of vocation and calling—even though these terms may not be used - is emerging as people search for more humane and meaningful ways to understand their work lives” (Weiss & sur., 2003, p. 6).

Number of people seeking meaning and fulfillment in their personal and professional life is increasing. Those who are not able to cope with life challenges often suffer from depression, anxiety or burnout. Since calling have been documented to have positive consequences in both personal and professional life of the employees, this construct is gaining attention in various professional settings.

Research in this field revealed that people with calling orientation spend more time at work and report higher job and life satisfaction than those with job or career orientation (Peterson et al., 2009; Wrzesniewski et al., 1997). Some authors even claim that a sense of calling is the ultimate form of subjective professional success (Hall & Chandler, 2005). This perspective is relevant for the emerging interest in positive psychology as well where meaning and purpose in life are considered as main contributors to happiness and life satisfaction (Peterson, Park, & Seligman, 2005; Steger & Frazier, 2005). When people experience their work as a calling it brings them the sense of meaning both at work as well as in life generally (Steger, Pickering, Shin & Dik, 2010; Wrzesniewski, 2003).

Teacher profession has a long and close association with the notion of calling (Mattingly, 1975). When asked about their motivation for teaching, teachers usually speak of being called to teach, referring to the fact that they find teaching richly rewarding in ways that other vocations are not. In spite of that empirical evidence is surprisingly scarce. Studies demonstrated that teachers with calling orientation show distinctive and deep service ethic (Serow, Eaker & Forrest, 1994), display significantly greater enthusiasm for their work (Buskist, Benson & Sikorski, 2005; Serow, 1994) and deep concern for their students’ well-being (Bullough & Hall-Kenyon, 2012). Studies linking teachers’ work/orientations to well-being are also rare. A study by Wrzesniewski and colleagues (1997) revealed that teachers with calling orientation had higher job and life satisfaction compared to those who experience their work as career or just a means of financial security.

Treadgold (1999) found that being engaged in meaningful work (or calling orientation) was correlated negatively with stress and depression and positively with clarity of self-concept. According to self-determination theory (SDT, Deci & Ryan, 2000) focus on material rewards (as in experiencing one’s own work just as a source of material benefits) decreases the possibility of satisfying basic psychological needs for autonomy, competence and relatedness. Research has shown that preference of extrinsic rewards results in lower job and life satisfaction (Vansteenkiste et al., 2007). Similarly, individuals who view their job only as a means for financial security are less satisfied with their work and do not feel adequately compensated. These results imply that having high „job orientation“ can result in negative attitudes towards one’s work and less enjoyment.

It is documented that individuals working in health and education sector tend towards calling orientation more often than those in other professions (Hagmaier & Abele, 2012) but at the same time they are more prone to burn-out (Shimizu et al., 2003; Maslach et al., 2001). That poses the question of possible relationship between having a calling and burn-out. However, research does not support this assumption. On the contrary, individuals with calling orientation cope better with stress and have lower level of emotional exhaustion (Treadgold, 1999). In addition to that, people who believe that their work is helpful for others think less about themselves and more about other people. They are less emotionally exhausted and have better work performance (Grant, 2010).

Bearing in mind that research on work orientations of elementary school teachers is scarce (and nonexistent in Croatia) the first aim of this study was to investigate work orientations of elementary school teacher in Croatia with possible differences between class and subject teachers.
We assumed that teachers would generally tend towards calling orientation, followed by career orientation while job orientation will be the least frequent (Hypothesis 1). In addition to that, higher calling orientation (and lower career and job orientation) are expected in a group of class teachers since they are focused on working with students from the beginning of their education. Contrary to that, at least for some subject teachers, working in school was not their first choice.

The second aim of the study was to assess the relationship between teachers’ work orientations and their well being (including life satisfaction, positive affect and job satisfaction) and ill-being (including negative affect and emotional exhaustion). In line with previous research positive relationship between calling orientation and well-being measures was expected, and negative with ill-being measures. The other two work orientations (career orientation and job orientation) were expected to correlate negatively with well-being and positively with ill-being.

Method

Subjects

The participants were 560 elementary school teachers from Zagreb area. The sample comprised 53.2% classroom teachers and 46.8% subject elementary school teachers. The number of years of teaching experience ranged from 0 to 44 years with a mean of 16 years (M=16.34, SD=10.48). According to gender, in sample were 11.4% male teachers and 88.6% female teachers.

Procedure

The research was conducted in 12 primary schools and one professional congress of primary school teachers at county level. Questionnaires were administered in group settings during the Teachers’ Council meeting in each school and during the one professional congress of primary school teachers. Approximately 30 minutes were needed to fill out the questionnaire. Prior to the questioning the respondents were introduced to the participants’ rights to voluntary participation and guaranteed anonymity. After the questioning the respondents were introduced to the aim of the study.

Instruments

In the present study, five self-report instruments were used:

*Modified University of Pennsylvania Work–Life Questionnaire* (Wrzesniewski et al., 1997). The Work-Life Questionnaire was modified for this study to measure teachers’ work orientations. Seven items were used to measure a calling orientation (e.g., *I would choose my current work life again if I had the opportunity*). Nine items were used to measure a career orientation (e.g., *I expect to be in a higher level job in five years*). Five items were used to measure orientation to job only as source of financial security called job orientation (e.g., *I view my job as just a necessity of life, much like breathing or sleeping*). Respondents rated each item on 5-point Likert scales from 1 - strongly disagree through 5 - strongly agree. In this study, Cronbach’s alpha coefficient of reliability were .913 for career subscale, .702 for calling subscale, and .675 for job subscale.

*Satisfaction with life scale – LS* (Diener et al., 1985) measures the cognitive component of subjective well-being. Five items measure the individual’s evaluation of satisfaction with life in general (e.g., *The conditions of my life are excellent*). Individuals respond to each item on 7-point Likert scales from 1 - strongly disagree through 7 - strongly agree. Higher overall (average) score is indicative of greater life satisfaction. In this study, Cronbach’s alpha coefficient of reliability was .828.

*Global Job Satisfaction – JS* (Scarpello & Campbell, 1983) is single-item measure regarding respondents’ overall job satisfaction (e.g., *All and all, how satisfied would you say you are with your job*?). Individuals respond on a 7-point Likert scale, from 1 - not at all through 7 - completely.

*Positive Affect and Negative Affect Schedule (PANAS;* Watson, Clark, & Tellegen, 1988) provides a self-assessment of both positive (PA) and negative (PN) general activated affective states. There are 10 adjectives for the PA dimension (e.g., *enthusiastic*) and 10 adjectives for the
NA dimension (e.g., nervous). Respondents were asked to rate the extent to which they have experienced each particular emotion within three months, on a 5-point Likert scale, from 1 - not at all through 5 - very much. Cronbach’s alpha in this study was 0.855 and 0.64 for the Positive Affect Scale and for the Negative Affect Scale respectively.

Emotional Exhaustion – EE (Emotional Exhaustion; The Maslach Burnout Inventory-Educator Survey; Maslach, Jackson & Schwab, 1986.). Emotional exhaustion is one of the three dimensions of job burnout. The 9 items in the Emotional Exhaustion subscale describe feelings of being emotionally overextended and exhausted by one’s work (e.g., I feel emotionally drained from my work). Respondents rated the items of EE subscale on a 7-point Likert-type scale: never (1), a few times a year or less (2), once a month or less (3), a few times a month (4), once a week (5), a few times a week (6), or every day (7). In this study, Cronbach’s alpha coefficient of reliability was .883.

Demographic variables that we included in this study were Work experience (measured in years), gender (Male = 1, Female = 2), and Teacher professional profile (Class teacher = 1, Primary school subject teachers = 2).

Results

Collected data were analyzed with SPSS 17.0 package program.

Descriptive statistics and intercorrelations of all measured variables are presented in Table 1. Generally, the highest ratings were obtained for calling orientation, followed by career orientation while job orientation had the lowest rank. Positive correlation was found between calling orientation and career orientation, while both of these variables were negatively related to job orientation. As expected, calling and career orientation were positively related with well-being measures and negatively with ill-being measures. Contrary to that, job orientation was positively related to ill-being, and negatively to well-being.

Tabel 1

Means, Standard Deviations and Correlations of measures of Work Orientations (job, career, and calling), Well-being (life satisfaction, job satisfaction, positive affect), Ill-being (negative affect, emotional exhaustion) and Sociodemographic variables (years of work experience, gender, teachers’ professional profile)

<table>
<thead>
<tr>
<th></th>
<th>CAR</th>
<th>CAL</th>
<th>JOB</th>
<th>LS</th>
<th>JS</th>
<th>PA</th>
<th>NA</th>
<th>EE</th>
<th>w.yrs</th>
<th>gend.</th>
<th>prof.</th>
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</thead>
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<tr>
<td>CAR</td>
<td>-</td>
<td>.34**</td>
<td>-.16*</td>
<td>.18</td>
<td>.18</td>
<td>.38</td>
<td>-.11*</td>
<td>-.13*</td>
<td>-.22</td>
<td>.07</td>
<td>-.09</td>
</tr>
<tr>
<td>CAL</td>
<td>-</td>
<td>-.46**</td>
<td>.36**</td>
<td>.61**</td>
<td>.43**</td>
<td>-.21*</td>
<td>-.40</td>
<td>.08</td>
<td>.07</td>
<td>-.18</td>
<td></td>
</tr>
<tr>
<td>JOB</td>
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<td>-.29**</td>
<td>-.47**</td>
<td>-.29**</td>
<td>.23**</td>
<td>-.42</td>
<td>-.04</td>
<td>-.12**</td>
<td>.20**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS</td>
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<td>.46**</td>
<td>.35**</td>
<td>-.34**</td>
<td>-.31**</td>
<td>-.05</td>
<td>.07</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JS</td>
<td>-</td>
<td>.42**</td>
<td>-.35**</td>
<td>-.47**</td>
<td>.17**</td>
<td>.04</td>
<td>-.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>-</td>
<td>-.33**</td>
<td>-.32**</td>
<td>-.11**</td>
<td>-.01</td>
<td>.03</td>
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<tr>
<td>NA</td>
<td>-</td>
<td>.46**</td>
<td>-.09*</td>
<td>.08</td>
<td>.01</td>
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<td></td>
<td></td>
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<tr>
<td>EE</td>
<td>-</td>
<td>.09**</td>
<td>.01</td>
<td>.08*</td>
<td>.07</td>
<td></td>
<td></td>
<td></td>
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<td>w.yrs</td>
<td>-</td>
<td>-.02</td>
<td>.07</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>gend.</td>
<td>-</td>
<td>.25**</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>prof.</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M    | 2.89 | 3.89 | 2.17 | 5.01 | 5.48 | 3.75 | 1.93 | 2.82 | 16.34 |
SD   | 1.05 | 0.62 | 0.76 | 1.04 | 1.06 | 0.57 | 0.61 | 0.99 | 10.48 |

Note: teacher professional profile (Class teacher = 1, Primary school subject teachers = 2);
gender (Male = 1, Female = 2)
*p<.05; **p<.01
Three multivariate analyses of covariance (MANCOVA) were conducted to determine psychological well-being, ill-being and work orientation differences between class and subject teachers. Linear combination of the dependent variables in the first analysis included well-being measures (life satisfaction, job satisfaction, and positive affect), ill-being measures were included in the second analysis (negative affect, and emotional exhaustion), while work orientations (calling, career, and job orientation) were included in the third analysis. Controlled covariates in all three MANCOVAs were gender and years of work experience. According to different number of dependent variables in various linear combinations, Bonferroni adjustment to control for Type I error was used and the significance level for each MANOVA test was set at: \( p = .017 \) for well-being measures, \( p = .025 \) for ill-being measures and \( p = .025 \) for measures of work orientations. An examination of the Mahalanobis distance scores indicated six multivariate outliers and those cases were excluded from further analysis, so the final sample consisted of 554 respondents.

A significant main effect (class vs. subject teachers) was found for measures of well-being (Table 2), ill-being (Table 3), and work orientations (Table 4). Class teachers were significantly more satisfied with their job (Table 2) and less emotionally exhausted than subject teachers (Table 3). There were significant differences in all three work orientations between class and subject teachers (Table 4). Class teachers scored significantly higher on calling and career orientation, and lower on job orientation.

Table 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Class teacher</th>
<th>Subject teachers</th>
<th>( F_{(1/552)} )</th>
<th>( p )</th>
<th>( \eta^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS</td>
<td>5.13</td>
<td>4.92</td>
<td>1.09</td>
<td>5.523</td>
<td>.021</td>
</tr>
<tr>
<td>JS</td>
<td>5.65</td>
<td>5.31</td>
<td>1.14</td>
<td>12.037</td>
<td>.001</td>
</tr>
<tr>
<td>PA</td>
<td>3.77</td>
<td>3.73</td>
<td>0.59</td>
<td>0.478</td>
<td>.221</td>
</tr>
</tbody>
</table>

Wilks’ Lambda = .977; \( F_{(3/550)} = 4.236, \ p = .006; \ \eta^2 = .023 \)

Note:
1. controlled covariates: gender (Wilks’ Lambda = .998; \( F_{(1/552)} = 0.445, \ p = .721; \ \eta^2 = .002 \)), and years of work experience (Wilks’ Lambda = .926; \( F_{(1/552)} = 14.503, \ p = .000; \ \eta^2 = .074 \))
2. Bonferroni adjustment - significance level set at: \( p = .017 \)

Table 3

<table>
<thead>
<tr>
<th>Variables</th>
<th>Class teacher</th>
<th>Subject teachers</th>
<th>( F_{(1/552)} )</th>
<th>( p )</th>
<th>( \eta^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>1.93</td>
<td>1.90</td>
<td>0.60</td>
<td>0.022</td>
<td>.882</td>
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<tr>
<td>EE</td>
<td>2.72</td>
<td>2.90</td>
<td>1.01</td>
<td>6.117</td>
<td>.014</td>
</tr>
</tbody>
</table>

Wilks’ Lambda = .985; \( F_{(2/551)} = 4.220, \ p = .015; \ \eta^2 = .015 \)

Note:
1. controlled covariates: gender (Wilks’ Lambda = .993; \( F_{(1/552)} = 1.964, \ p = .141; \ \eta^2 = .007 \)) and years of work experience (Wilks’ Lambda = .963; \( F_{(1/552)} = 10.527, \ p = .000; \ \eta^2 = .037 \))
2. Bonferroni adjustment - significance level set at: \( .025 \)
Table 4
MANCOVA results of teachers’ work orientations with respect to their professional profile

<table>
<thead>
<tr>
<th>Variables</th>
<th>Class teacher</th>
<th>Subject teachers</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>M</td>
<td>SD</td>
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<tr>
<td>career</td>
<td>2.98</td>
<td>0.99</td>
</tr>
<tr>
<td>calling</td>
<td>4.00</td>
<td>0.57</td>
</tr>
<tr>
<td>job</td>
<td>2.02</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Wilks’ Lambda = .959; F(3/550) = 7.720, p = .000; η² = .041

Note:
1 controlled covariates: gender (Wilks’ Lambda = .991; F(1/552) = 1.614, p = .185; η² = .009) and years of work experience (Wilks’ Lambda = .930; F(1/552) = 13.665.473, p = .000; η² = .070)
2 Bonferroni adjustment - significance level set at: .017

In order to examine the percentage of subjective well-being and ill-being variance accounted for by work orientations (together and independently), six hierarchical multiple regression analyses were conducted (Table 5 and 6). In each analysis, sociodemographic variables (years of work experience, gender, teachers’ professional profile) were entered into regression equation first to control their influence on well-being and ill-being (as shown in previous analyses). The work orientation variables (career, calling, job) were entered at Step 2.

As shown in Table 5, sociodemographic variables and work orientations together accounted for 16% of the variance of life satisfaction, 44% of work satisfaction, and 27% of positive affect. It is important to note that work orientations contributed more than sociodemographic variables. After controlling for sociodemographic variables in first step, inclusion of work orientations into analysis increased prediction for additional 15% of the variance on life satisfaction, 39% of work satisfaction, and 26% of positive affect. As expected, job satisfaction had the highest percentage of explained variance. Job orientation was significant negative predictor, while calling orientation was significant positive predictor of all three dimensions of subjective well-being. Calling orientation had the highest predictive power of all three well-being measures in this study, especially job satisfaction.

As shown in Table 6, sociodemographic variables at step 1 did not contribute significantly to the to the regression model. After controlling for sociodemographic variables in first step, inclusion of work orientations into analysis increased prediction for 8% of the variance on negative affect, and 23% of emotional exhaustion (Table 6). In the final model, sociodemographic variables and work orientations together accounted for 9% of the variance of negative affect, and 25% of emotional exhaustion. Again in this regression equation, the work orientations contributed the most in explaining ill-being. Job orientation was significant positive predictor, while calling orientation was significant negative predictor of two dimensions of subjective ill-being. In this regression equation, job orientation had the highest predictive power of two ill-being measures.

To conclude, calling orientation may be more important in determining teachers’ well-being, while job orientation may be more important in determining teachers’ ill-being.
Table 5  
Summary of hierarchical regression Analyses for demographic characteristics and work orientations predicting aspects of well-being  

<table>
<thead>
<tr>
<th>Step</th>
<th>Satisfaction with life</th>
<th>Global Job Satisfaction</th>
<th>Positive Affect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$R^2$ Change</td>
<td>$\beta$</td>
<td>$R^2$ Change</td>
</tr>
<tr>
<td>1 – Demograph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>.015*</td>
<td>.047</td>
<td>.002</td>
</tr>
<tr>
<td>work years</td>
<td>-.060</td>
<td>.161***</td>
<td></td>
</tr>
<tr>
<td>t.p.profile</td>
<td>-.087*</td>
<td>-.136**</td>
<td></td>
</tr>
<tr>
<td>2 – Work orient.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>.146**</td>
<td>.390***</td>
<td></td>
</tr>
<tr>
<td>work years</td>
<td>-.073</td>
<td>.122***</td>
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<tr>
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<td>-.005</td>
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<tr>
<td>calling</td>
<td>.279***</td>
<td>.496***</td>
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</tr>
<tr>
<td>job</td>
<td>-.158***</td>
<td>-.241***</td>
<td></td>
</tr>
</tbody>
</table>

$R=.401; R^2=.161; \Delta R^2=.152; R=.661; R^2=.438; \Delta R^2=.431; R=.519; R^2=.269; \Delta R^2=.261; F_{(6/553)}=17.678; p<.001$

*p<.05; **p<.01; ***p<.001

Table 6  
Summary of hierarchical regression Analyses for demographic characteristics and work orientations predicting aspects of ill-being  

<table>
<thead>
<tr>
<th>Step</th>
<th>Negative Affect</th>
<th>Emotional Exhaustion</th>
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<tr>
<td></td>
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<tr>
<td>1 – Demograph.</td>
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<tr>
<td>gender</td>
<td>.014</td>
<td>.078</td>
</tr>
<tr>
<td>work years</td>
<td>-.088*</td>
<td>.096*</td>
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<tr>
<td>t.p.profile</td>
<td>.007</td>
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<tr>
<td>2 – Work orientations</td>
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<tr>
<td>gender</td>
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<td>.100*</td>
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<tr>
<td>work years</td>
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<tr>
<td>job</td>
<td>.188***</td>
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</table>

$R=.302; R^2=.091; \Delta R^2=.081; R=.498; R^2=.248; \Delta R^2=.240; F_{(6/553)}=9.232; p<.001$  

*p<.05; **p<.01; ***p<.001

Discussion  
As expected, in this study the highest ratings were obtained for calling orientation, followed by career orientation, while job orientation had the lowest rank. These results suggest that, even in the times of transition and recession, teachers are still mainly intrinsically motivated for their work. In spite of difficult economic conditions the majority of teachers still experience their work as a calling. This is in line with previous studies suggesting that teachers have calling work orientation more frequently than employees in other professions (Farkas, Johnson, & Foleno, 2000).
In this study significant differences between class and subject teacher were found for all three work orientations. Class teachers scored significantly higher on calling and career orientation, and lower on job orientation. They also had higher life satisfaction, higher job satisfaction and lower emotional exhaustion. Our hypothesis is that, for class teachers, primary motivation for choosing career is to work with children. On the other hand, some subject teachers are more interested in their subject and are not primarily interested for teaching. That may be the reason they less frequently experience their work as a calling.

Previous studies in Croatia confirmed that class teachers have higher job satisfaction than subject teachers (Koludrović, Jukić & Ercegovac, 2009; Vidić, 2009; Miklec, 2010). Studies in other countries suggest that teachers at lower levels of education (elementary school) are more satisfied with their work compared to teachers who teach at higher levels (Bogler, 2002; Brunetti, 2001; Klecker & Loadman, 1997; Perie & sur., 1997).

Correlations between work orientations and well being/ill being were in the expected direction. Calling orientation was related to higher well-being and lower ill-being. Contrary to that, experiencing work just as a means of financial support (job orientation) was associated with lower well-being and higher ill-being. This is in line with previous research suggesting the relationship between work orientations and well-being (eg. Hall & Chandler 2005; Wrzesniewski & sur., 1997; Claes & Ruiz Quintanilla, 1994).

Our results did not confirm expected relationship between career orientation and well- and ill-being except for one measure. Teachers who experience their work as career report higher level of positive affect in their life.

Practical implications
Results of this study suggest that for elementary school teachers calling orientation is related to positive outcomes in terms of their well-being. Bearing this in mind, it would be useful to identify characteristics of teachers’ work that contribute to the experience of calling. Knowing these characteristics would help change teachers’ work thus making it possible for more teachers to experience their work as calling. Future research should address recrafting teachers’ jobs in order to enhance calling orientation as well as the impact of these changes on teacher well-being.

Limitations of the study and future directions
The nature of our study was correlational thus preventing conclusions being drawn regarding causality between variables. It is likely that calling orientation will lead to higher well-being and lower ill-being. On the other hand it is possible that satisfied and happy teachers will be more prone to experience their work as calling. Longitudinal and experimental studies are needed to establish the direction of causality. In addition to that, our sample comprised only teacher from Zagreb and Zagreb County. Teachers from other parts of Croatia as well as high school and university teacher should be included in future studies.

Our study confirms the results of previous studies suggesting relationship between work orientations and well- and ill-being. However, studies related to the reasons for these relationships are still scarce. Future research should include possible mediators in this relationship (such as basic psychological needs, meaning of work, meaning of life, professional identification, job commitment or organizational commitment).

References


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Radne orijentacije i dobrobit/nedobrobit učitelja razredne i predmetne nastave

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Sažetak
Buđući da je prema novijim istraživanjima iz područja pozitivne psihologije, dobrobit učitelja važan čimbenik njihove učinkovitosti, bilo bi vrijedno istražiti što doprinosi njihovoj dobrobiti.


Rezultati MANCOVA analiza pokazali su da su učitelji razredne nastave zadovoljniji poslom, manje emocionalno iscrpljeni, više orijentirani na učiteljstvo kao poziv i kao karijeru, a manje na posao samo kao izvor prihoda. Hijerarhijske regresijske analize pokazale su da je orijentacija na poziv pozitivan prediktor, a orijentacija na posao kao izvor prihoda negativan prediktor svih mjera dobrobiti, dok je kod ne-dobrobiti bilo obratno.

Zaključno, orijentacija na poziv može povećati dobrobit, a smanjiti ne-dobrobit učitelja, dok orijentacija na učiteljski posao samo kao izvor financija može smanjiti dobrobiti i povećati ne-dobrobit učitelja. Rezultati mogu imati implikacije za profesionalno savjetovanje i edukaciju učitelja.

Ključne riječi: dobrobit; ne-dobrobit; radne orijentacije; učitelji razredne i predmetne nastave