A COMPARATIVE STUDY OF TEACHERS' CAREER SATISFACTION ACCORDING TO THEIR DEMOGRAPHICS AT BECORA TECHNICAL SENIOR HIGH SCHOOL IN DILI, TIMOR LESTE

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Abstract: This study was conducted to compare the teachers' career satisfaction according to their demographics at Becora technical senior high school in Dili, Timor Leste. The objectives of this study were: (1) to identify teachers' demographics including their gender, age, educational background and years of teaching in Becora Technical Senior High School in Dili, Timor Leste, (2) to identify the level of teachers' career satisfaction in Becora Technical Senior High School in Dili, Timor Leste, (3) to compare teachers' career satisfaction at Becora Technical Senior High School in Dili, Timor Leste according to their educational background, and years of teaching. The purposive sampling method based on the location of the school was used in this study. Totally 85 teachers of Becora technical senior high school were used as the participants. The returned questionnaire from the respondents or teachers of the school was analyzed by the frequency and percentage, mean and standard deviation, and independent sample t-test. The findings about the levels of teachers' career satisfaction from the objective one showed that, there were 71 (83.5 %) of teachers are male while the female respondent were 14 (16.5 %) teachers from the total of 85 teachers at Becora technical senior high school in Dili, Timor Leste. On the other side, there were teachers less than or equal 30 years old are 31 (36.5%) while more than 30 years old are 54 (63.5%) from the total of teachers at Becora technical senior high school. Moreover, teachers were got bachelor degree are 67 (78.8%) while teachers who got the higher than bachelor were 18 (21.2%) from the total of the teachers. Overall teachers' career satisfaction at Becora technical senior high school was high meaning that, teachers were satisfy with their career as teachers with their professional growth opportunity, responsibility, good relationship, and satisfaction with salary. There were no significant difference between years of teaching and their educational background. The study concluded with recommendation for practice and for future.

Keywords: Career satisfaction, Teachers, Becora Technical Senior High School.

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Introduction

Timor Leste became independent and as a sovereign country in May 20, 2002 after the Indonesian occupation, and it became one of the newest countries in the Asian region. The United Nations Transitional Administration, which was led by Dr. Sergio Veira de Melo also started the mission and was able to develop several areas, including the educational system which was extremely fragile due to the clashes that happened in the whole territory of East Timor. In 2000, the United Nations Transitional Administration commenced recruiting young Timorese who did their study in universities to teach in every school in Timor Leste. (*Education Development in Timor Leste*). According to the Minister of Education data in 2000 revealed that, there were about 2,500 teachers to teach in the primary school, pre-secondary school and senior high school in the whole area in Timor Leste. Then, many of the university students who studied during the Indonesian period also used this opportunity to be teachers in primary, secondary and senior high schools. The impact of this issue was many of them did not continue their study at the university level because their job as teachers made difficult for them to continue their learning process in universities. The recruitment of new teachers at that time was randomly done like putting the wrong people at the wrong place; however, this is a big challenge to get a step ahead and begin the process of teaching and educating in Timor Leste. In 2012, the government of Timor Leste through the national parliament agreed to apply the teachers' career in Timor Leste in order to improve the quality of the education system since education is one of the important factors to develop human resource in all areas. Therefore, it is necessary for the government to look at the education system and develop to its human resources for the country.

Teachers are vital to improve human resources all over the world. It is true that teachers have an important role in improving human resources. Moreover, without teachers we cannot increase the number of human resources in order to develop the nation or country everywhere in the world. "A teacher is a person who delivers the educational program, assesses the students' participation in an educational program and / or administrator and provides consistent and substantial leadership to an educational program "Queensland College of Teachers (2012). So, education may be considered as a central place where all nations around the world can improve their human resources. Teachers are regarded as an important factor in improving the skills of young men and women in all over the world. In every country, a teacher is a crucial person who encourages students to be professional in their future.

Teachers' career satisfaction in Timor Leste is most important in order to improve the teachers' quality in the education system, especially at senior high schools level. In addition, the government also provides training for teachers in the teaching process to improve professionalism as the way to solve the education system that is still fragile. Therefore, to overcome these problems, the government has made a plan to look up teachers' career as one of the main factors to increase human resources through the quality of education. In addition, the government establishes career for teachers to minimize the low level of educational quality in

the country, when compared with the education system in other developed countries such as Indonesia, Singapore, Malaysia and some other countries which take part as a member of ASEAN. Therefore, to improve educational system in Timor Leste recently, the government had begun sending many young Timorese students to study abroad such as, USA, Australia, Brazil, Portugal, Philippine, Indonesia, as well as Thailand in order to train them to think and create a better future especially for their young people in their country.

Objective of Study

To identify teachers' demographics factors including their gender, age, educational background and years of teaching in Becora Technical Senior High School in Dili, Timor Leste, to identify the level of teachers' career satisfaction in Becora Technical Senior High School in Dili, Timor Leste and to compare teachers' career satisfaction at Becora Technical Senior High School in Dili, Timor Leste according to their educational background, and years of teaching.

Literature Review

The Two-Factor theory of job satisfaction was the result of a five year research program on job attitudes initiated by a grant from the Buhl foundation. There was an urgent need at the time of Herzberg's Two-Factor Theory for more and better insight about the attitudes of people towards their jobs due to the prevalence of job dissatisfaction indicators such as strikes, slowdowns, and filing of grievances (Herzberg, Mausner, Peterson, & Capwell, 1957). During the first stage of the program, Herzberg and his colleagues conducted a comprehensive literature review of over 2000 writings published. The literature yielded contradictory results and the research designs of the studies widely varied in quality and the methodologies used (Herzberg, Mausner, & Snyderman, 1959). Based on their review of the literature, Herzberg et al. (1959) made core assumptions on which to base their hypothesis and research design. First, there was enough evidence to assume that there was some relationship between job attitudes and productivity. Second, the characteristics of the dissatisfaction of workers had been well-defined in the existing literature. Third, the factors related to job attitudes had also been previously well-defined. Herzberg et al. (1959) developed an initial hypothesis where satisfaction and dissatisfaction could not be reliably measured on the same continuum. Herzberg et al. next conducted an empirical study to test the hypothesis. After two pilot programs, the design and hypothesis were further developed and expanded. Wall, T., Stephenson, G. (2007) the main hypothesis stated that factors leading to positive attitudes and those leading to negative attitudes will differ. The second hypothesis stated that factors and effects involved in long-range sequences of events would differ from those in short-range sequences.

The major study used the critical incident technique and was conducted at nine sites within a 30 mile radius of Pittsburg. A total of 203 accountants and engineers were studied. Participants were led through a semi-structured interview in which they were asked to describe any time when they felt either exceptionally good or bad about their job. After describing the story in detail, they were asked for another story at the other end of the continuum. The Herzberg's Two-Factor Theory

participants were then asked to rate their experience on a scale of one to 21, with one indicating that the experience hardly affected their feelings, and indicating that, it was an experience with serious impact. These stories were categorized into high and low sequences. High sequences had a high impact on job attitude, and low sequences had minimal impact on job attitude.

Udechukwu, I. (2009) found that Maslow's theory of personal growth and self-actualization became the keys to understanding the good feelings in these sequences. The authors found certain trends in the characteristics of high and low sequences. In the high sequences, only a small number of factors were responsible for good feelings about the job. All of those factors were related to the intrinsic factors of the job and were predominantly long - lasting. When good feelings about the job were short lasting, they stemmed from specific achievements and recognition about those achievements as opposed to the job itself. The high sequence events provide contrast to the low sequence events. It was found that a great many things can be a source of dissatisfaction, but only certain factors can contribute to satisfaction Winslow, E. & Whitsett, D. (1968).Low sequence factors were rarely found in the high sequences. Salary was the exception to these findings as it was mentioned with similar frequency in both the high and low range stories. However, when viewed within the context of the events, it became apparent to the researchers that salary is primarily a dissatisfaction, when salary was mentioned as a satisfier, it was related to appreciation and recognition of a job done well and not as a factor in itself.

From this data, the original hypothesis was restated and became the two-factor theory of job satisfaction Wild, R., Hill, A., & Ridgeway, C. (1970). Factors that affect job satisfaction are divided into two categories. Hygiene factors surround the performance of the job. They include supervision, interpersonal relations, physical working conditions, salary, company policy and administration.

Motivation factors lead to positive job attitudes because they satisfy the need for self-actualization. Motivation factors are achievement, recognition, the work itself, responsibility, and advancement. The opposite of satisfaction is no satisfaction. The opposite of dissatisfaction is no dissatisfaction. The satisfaction of hygiene needs can prevent dissatisfaction and poor performance, but only the satisfaction of the motivation factors will bring the type of productivity improvement sought by companies. Usugami, J., Park, K. (2006).The researchers also examined the impact of the sequences on performance, turnover, attitude toward the company, and mental health Wild, R., Hill, A., & Ridgeway, C. (1970). They found that, attitudes influence the way the job is done and that favorable attitudes affect performance more than unfavorable attitudes. In terms of turnover, negative attitude resulted in some degree of physical or psychological withdrawal from the job. In relation to attitude toward the company, the study showed that a company can expect the degree of loyalty to vary with the degree of job satisfaction. Finally, the results showed no clear evidence for any effect on mental health, although the participants themselves perceived that a relationship existed.

It is important to understand the conventional ideas of job satisfaction at the time Herzberg et al. published this theory in order to fully understand the implications. Conventional explanations of job satisfaction at the time considered

satisfaction and dissatisfaction as extremes on a single continuum with a neutral condition in the midpoint in which the individual is neither satisfied nor dissatisfied (Behling, Labovitz, & Kosmo, 1968). Workers shift along this singular scale as factors are changed or introduced. Accordingly, organizations focused on hygiene factors in an attempt to improve productivity. Wild, R., Hill, A., & Ridgeway, C. (1970) argued that this was the wrong approach. In order to increase satisfaction, the motivation factors must be improved. According to Tuten, T. & August, R. (1998) jobs should be restructured to increase the ability of Herzberg's Two-Factor Theory workers to achieve goals that are meaningfully related to the doing of the job. Job satisfaction can also be reached by matching the individual's work capacity to the work he will need to do during the selection process. It is equally important to recognize the supervisor's role in job satisfaction. They must provide recognition when needed and effectively plan and organize the work. Finally, although it is not realistic to allow the worker to set their own goals in most circumstances, the worker can often determine how they will achieve their goal. This will give workers a greater sense of achievement over their work. There are several criticisms of the two-factor theory. They are that the theory appears to be bound to the critical incident method. The theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen. The reliability of the data could have been negatively impacted by ego-defensiveness on the part of the employee factors overlapped as sources of satisfaction and dissatisfaction. The value of the factors differed as a function of the occupational level of the employees and the theory ignores the part played by individual differences among employees (Gaziel, 1986).

Professional growth Opportunity
Over the years, a number of authors had attempted to describe the characteristics of professional careers. Most authors will agree that a professional has an identifiable base of knowledge from which he or she practices, has acquired a mastery of that knowledge through extended education, has autonomy in making decisions regarding application of that knowledge, displays a strong commitment to the field and has a lifelong commitment to professional development (Kerr,Von., Glinow, and Schriesheim, 1977). Many Career, employees progress through a number of upward job change, say, from sales associate to department manager. However, professional career often do not have a structure path to follow. Many professional choose to remain in a particular job for many years. Therefore, it become a challenge to ensure that such individual have adequate opportunities to satisfy need for professional growth. Recognizing the unique characteristics of professional career. Dalton, Thompson, and Price (1977) introduced a career stage model for professional growth that identifies and describes four stages of professional careers. Associated with each career stage are identifiable characteristics and needs that guide thoughts, behaviors, and actions at particular stage. These ultimately have an effect on the nature of developmental opportunities appropriate a particular stage. While, the model suggests progression from one to another, it acknowledges that not all professionals will progress through all stages over the course of their career.

The original model introduced by Dalton, Thompson and Price has been modified or professional Extension careers (Rennekamp, 1988). The four stages described below entry colleague counselor, and advisor. For each stage, a set of motivators are listed that can drive professional from one's career. There is a distinct set of motivators for each career stage. These motivators provide both the impetus for participating and the criteria for selecting from various professional development opportunities. Not all of the motivators are active at any given time also listed. Here are some possible professional development opportunities that may be appropriate for each career stage.

Responsibility

Understanding how race and social class stratification are perpetuated from one generation to the next is an enduring problem in educational research. Prior work has examined how structural forces, school-level institutional practices as well as students' responses to these structures and practices contribute to social reproduction Bourdieu and Passer on (1990). The interplay among these factors contributes to the passing on of privilege to the children of the wealthy and whites and to cementing the disadvantages for students from less affluent families and certain students of color. One explanation for these patterns focuses on teachers' expectations for student performance. This work suggests that teachers' perceptions of low-income and African American students' academic capacity are lower than those they hold for middle- and upper income with students Farkas (1996). This research also emphasizes the role of the "self-fulfilling prophecy" through which teachers' low expectations reduce students' academic self-image, cause students to exert less effort in school, and lead teachers to give certain manner.

Students less challenging coursework was informative; one problem with this research is that it rarely explores teachers' assessments of students in organizational contexts. There is however substantial work suggesting that school contexts impact school and classroom reproductive processes. The literature on teacher expectations typically emphasizes interactions between individual teachers and their students. However, teachers' expectations can also be studied organizationally by examining teachers' sense of a responsibility for student learning.(Lee and Smith 2001). This broader organizational focus helps illustrate how student composition (school context) conditions how teachers evaluate and behave toward students. In this article, we argue that the student composition of schools and school micro political contexts (teachers' beliefs about students' capabilities and their sense of responsibility for student learning) are deeply coupled. We show that in predominantly low-income and African American schools, teachers emphasize students' deficits and have a reduced sense of responsibility for student learning. In contrast, when a larger proportion of students are middle-income, white, or Asian, students' intellectual assets are emphasized and teachers feel more accountable for what students learn. We argue that teachers' sense of responsibility for student learning is connected to their beliefs about students' academic abilities through a set of organizationally embedded expectations regarding what is possible for students from particular backgrounds. We add race and ethnicity to social class as critical dimensions around which teachers' and administrators' "dispositions, perceptions,

and appreciations" are organized. Given its role in connecting teachers' expectations to teachers' a sense of responsibility for student learning, we further theorize organizational habits as a key aspect of the micro political context. We like that context to a pervasive stream of beliefs, expectations, and practices that flow throughout a school. The organizational habits are like a current that guides teacher expectations and a sense of responsibility in a particular direction.

The substance of everyday teacher interaction, those conversations about and evaluations of students that make up the micro political context, are the waves of sentiment that accumulates and give direction to the stream of beliefs. Outwork suggests that in a predominately lower income and African American schools, the current of belief and practice tends toward lower expectations followed by a decreased sense of responsibility for students. While, identify this general current, the researchers also shows that school leaders can intervene to influence it. We contend that deliberate action can redirect a school's organizational habits. In one school we studied, teachers felt responsibility for student learning despite recognizing students 'academic challenges. We examine how leaders in this school deliberately worked to heighten teachers' expectations and to create organizational structures and occasions designed to increase a sense of responsibility among teachers. In this school, leaders provided a countervailing force against the tendency for teacher sense of responsibility to follow teacher expectations. By using easily overlooked forms of power such as everyday conversation and professional development sessions, the leaders steered teachers away from a situation in which acknowledging students' challenges was inevitably coupled with decreased responsibility for student learning.

Teachers' expectations and Micro political Context.
Most prior work on teachers' expectations focuses on teachers at the individual level. We suggest an alternative approach that considers the context in which teachers' evaluations of students occur. Recent studies have emphasized the importance of examining school and classroom micro political contexts (the day-to-day interactions through which people value and make sense of difference) and their implications for student outcomes. Two related features of micro political contexts are teachers' evaluations of students' ability. Roscigno et al. (1999) suggested that, the valuation of students' characteristics by teachers "is arguably the most proximate micro-political process with implications for returns to students' cultural-educational resources" Roscigno et al. (1999).They demonstrate that African American students were rewarded less for their cultural capital than their white counterparts because of low teacher expectations and race-based tracking. Collective responsibility for student learning is an organizational indicator of teachers' expectations (Lee and Smith 2001). In schools with high degree of collective responsibility, students exhibit greater achievement gains. Lee and Smith use three components to measure collective responsibility: Teachers' internalization of responsibility for student learning, their willingness to adapt teaching practices to students 'needs; and their sense of efficacy in their teaching practices. School sexist on a continuum with regard to collective responsibility. On one end are schools where "teachers take personal responsibility for the success or failure of their own

teaching. On the other hand, schools where most teachers see potential impediments between their own teaching and students' learning, namely, students ability (or lack of it), students' family background, or their motivation" (Lee et al. 2000).We argue that both features of the micro political context—teachers 'expectations of students and their individual and collective sense of responsibility for student performance—may be influenced by the racial and social class composition of schools (school context). In fact, schools with the most socioeconomically advantaged students have the highest levels of collective responsibility among their staff (Lee et al. 2001), suggested that, the composition of students may impact teachers' attitudes and behaviors. In effect, school micro political contexts (teachers 'assessments of students and their collective responsibility for student learning) are vulnerable to the race and class composition of students. The concentration of low-income African American students in particular schools is deeply coupled with a leveling of teachers' expectations and a reduction in collective responsibility.

Good Relationship

A high-quality friendship is characterized by high levels of pro social behavior, intimacy, and other positive features, and low levels of conflicts, rivalry, and other negative features. Friendship quality has been assumed to have direct effects on many aspects of children's social development, including their self-esteem and social adjustment. Recent research suggests, however, that friendship quality affects primarily children's success in the social world of peers. Friendship quality could also have indirect effects, by magnifying or diminishing the influence of friends on each other's attitudes and behaviors. Having high-quality friendships may lessen children's tendencies to imitate the behavior of shy and withdrawn friends, but little evidence supports the hypothesis that high-quality friendships magnify friends' influence. Friendship, social development, peer influence, self-esteem, do good friendships enhance children's social development. What if those good friendships are with bad friends, friends who often misbehave in school or show other signs of poor social or psychological adjustment? Do good friendships have a positive or a negative influence on children? Similar questions about the effects of friends and friendships have been discussed in theoretical writings for decades. Only in recent years, however, have answers to the questions begun to emerge from empirical research. The recent advances have resulted in part from researchers' success in defining, conceptually and operationally, what a good friendship is. In much of the literature, good friendships are now defined as friendships high in quality (e.g., Berndt, 1996). High-quality friendships may enhance children's development regardless of the characteristics of those friends. Research on this hypothesis can be described as examining the direct effects of friendship quality. But another possibility is that friendship quality most often has indirect effects on children, effects that depend on the friends' characteristics. For example, when friendships are high in quality, the influence of the friends' characteristics may be magnified. I review evidence for both types of effects in this article, but it is necessary to begin by defining the construct of friendship quality more precisely.

Adolescents often say that, best friends tell each other everything, or disclose their most personal thoughts and feelings. These personal self-disclosures are the

hallmark of an intimate friendship. Adolescents also say that friends will stick up for one another in a fight, demonstrating their loyalty. A few researchers have described various positive features of good friendships, including pro social behavior, self-esteem support, intimacy, loyalty, plus others, and investigated the associations between these features by asking questions assessing them. For example, to assess intimacy, researchers have asked children how often they tell particular friend things about themselves that they would not tell most other people (Berndt & Keefe, 1995). Such research has found that children who say that their friendship has a high level of one positive feature, such as intimacy, typically say that their friendship is high in all other positive features. These results suggest that all positive features are linked to a single dimension of friendship quality. Even best friendships can have negative features. Most children admit that best friends sometimes have conflicts with each other. In addition, children typically think of themselves as equal to their friends, but equality can be more an ideal than a reality. Children sometimes say that their friends try to boss them around, or dominate them.

Satisfaction with salary

Compensation satisfaction represents an important construct to organizations and to the field of Human Resource Management, because it serves as a critical mediator between an organization's compensation policy and relevant behavioral and attitudinal outcomes. Despite the considerable attention pay satisfaction has received Torraco, R. (2005).This research domain lacks empirical tests of pay satisfaction's relationship with outcome variables. Most of the research to date has examined the determinants of pay satisfaction. With the numerous potentially important, consequences for organizations and their employees, the lack of research on pay satisfaction consequences is conspicuous. To advance research and practice regarding compensation plans, research must examine the consequences of pay satisfaction. Pay satisfaction is defined as the amount of overall positive affect (or feelings) individual has toward pay. Winslow, E., Whitsett, D. (1968). Beyond this simple definition, the most recent reviews reveal disagreement regarding the conceptualization of the construct. Some researchers argue that pay satisfaction is not dimensional.

Although clarifying the number of dimensions in the construct may be a meaningful pursuit, the significance of continuing this line of research is questionable. In fact, in the most recent comprehensive review of pay satisfaction, literatures call for a moratorium on pay satisfaction dimensionality research. They suggest moving the focus of research away from examining the factor structure and scale inter correlations of a popular measure of pay satisfaction, the Pay Satisfaction Questionnaire, to explore the relationship of the construct with other variables. Specifically, they place a high priority on the exploration and the identification of pay satisfaction-outcome linkages so that future research might be of practical significance to organizations. Consistent with prior suggestions Heneman and Judge (2000) encourage the development of a pay satisfaction -outcome model that would guide hypothesis formulation and testing in the field, since equity and discrepancy-based models are relatively silent on what actions employees are likely to take to

reduce feelings of pay dissatisfaction (Heneman & Judge, 2000, p. 85), the authors propose that procedural and distributive justice may be critical factors in predicting behavioral responses to pay dissatisfaction. They suggest that fairness, the central tenet of organizational justice, is also central to pay satisfaction research. This dissertation develops and tests a general model of pay satisfaction consequences. This model will be applicable to multiple conceptualizations of pay satisfaction.

Conceptual Framework
The conceptual framework below based on Herzberg's theory of Job Satisfaction. The study focused on identifying teachers' career satisfaction at Becora Technical Senior High School and in Dili, Timor – Leste according to demographic factors which consist of; gender, age, educational background, and years of teaching. It also focused on the comparison of teachers' career satisfaction according to their gender. The Major theory had four dimension processes as follows: professional growth opportunity, responsibility, good relationship, satisfaction with salary. The figure of conceptual framework is shown below:
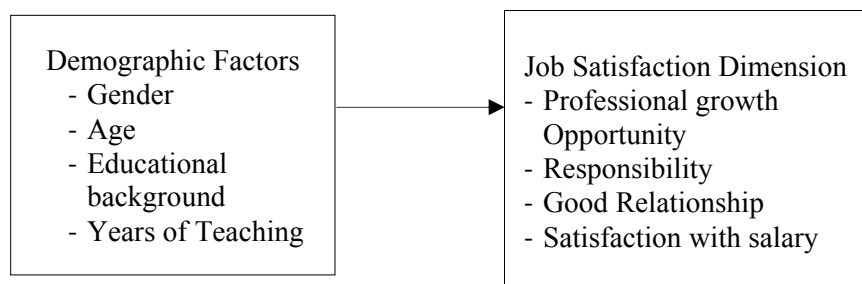
Demographic Factors - Gender - Age - Educational background - Years of Teaching	→	Job Satisfaction Dimension - Professional growth Opportunity - Responsibility - Good Relationship - Satisfaction with salary

Figure 1： Conceptual Framework of The Study

Research Methodology
This Quantitative research was conducted using questionnaire on a selected school. The total population that used in this study were 85 teachers and was conducted in academic year 2014. The survey instrument was designed to asses' respondents' perception toward their career satisfaction at the selected school. The questionnaire consisted of two parts.

Part I. Demographics data about teachers' Gender, age, educational background and years of teaching.

Part II. Identify the level of teachers' career satisfaction. The dimension of the career satisfaction as follow; Professional growth opportunity, responsibility, good relationship, satisfaction with salary. The respondent were asked 20 questions using five - point Likert scale. The scale was from strongly disagree to strongly agree.

Question numbers 1- 5 are concerned with Professional growth opportunity
Question numbers 6- 10 are concerned with Responsibility
Question numbers 11 – 15 are related to Good relationship
Question numbers 16 – 20 are about the Satisfaction with salary.

Number of questionnaire returned was 100%.

Data Analysis

The following statistical methods were used to realize the research objectives from the teachers of Becora Technical Senior high school in Dili, Timor Leste as follow:

Objective 1: To identify teachers' demographics factor including their gender, age, educational background, and years of teaching in Becora Technical Senior High School in Dili, Timor Leste by finding the frequency and percentage.

Objective 2:To identify the level of teachers' career satisfaction at Becora Technical Senior High School in Dili, Timor Leste by using mean and standard deviation methods.

Objective 3: To compare teachers career' satisfaction of Becora Technical Senior High School between their educational background and years of teaching by using methods of independent samples t- test to compare them.

Result of the study

From the research of the comparative study of teachers' career satisfaction according to their gender at Becora technical senior high school in Dili, Timor Leste has already been revealed. Regarding the objective one, it was found that the findings of the demographics pforile was high. The frequency of the male were 71, or 83. 5 % while the frequency of female were 14 or 16.50 % from the total of 85 respondents. For age, the most respondents were teachers more than 30 years old who represented 63. 5% of respondents while the respondents of less than or equal to 30 years old represented 36.5 % of the respondents. On the other side, the majority respondents were people with bachelor degree who represented 78.8% of the respondents, while teachers with higher than bachelor degree represented 21. 2% of the respondents. In addition for years of teaching, the most respondents were teachers who have been teaching more than five years represented 63.5%while, teachers who have been teaching less than or equal to five years represented 36.5% of the respondents.

According to the research, the highest score for teachers' career satisfaction was for professional growth opportunity, with a mean score of 4.12. This represented the mean score of teachers' career satisfaction based on the data. On the other hand, dimension of responsibility had a mean score of 4.05. This represented a high mean score for teachers' career satisfaction. In addition, the results for good relationship also had a mean score 4. 15. This represented a high mean score for teachers' career satisfaction. Moreover, the result for satisfaction with salary was 3.84. This also represented a high mean score of teachers' career satisfaction, the same as other dimensions of a teachers' career.

The research results indicated that, objective three results were not statistically significant. There was no significant difference in teachers' career satisfaction between teachers' educational background and years of teaching.

Discussion

1. About the personal information of teachers at Becora technical senior high school.

As the study found, the age of respondents from the selected school, was predominately the teachers who were aged over 30. Those less than 30 were a minority. This means that, the majority of the teachers at Becora technical senior high school were people aged 30 or above. So, it can be concluded that, most teachers at that school were old man and still have opportunities to develop their skills and further pursue their higher education. They are useful human resources contributing to the future educational development of Timor Leste.

According to Lester (1984), work itself would reflect the general aspect / individual perception of their job as teachers. Work groups would show the relationships among their colleagues, how good and /or how bad they work together in schools. Working conditions would show the condition of the working environment in the work place, including the opportunity that teachers can improve their skills, the physical surroundings and so on. While, supervision would indicate the school leaders or principal's attitude and behavior toward their subordinates and teachers. All these four elements are very important for determining a school teacher's satisfaction.

For gender, the research results indicated that, the respondent teachers of Becora technical senior high school were predominantly male. However, the ratio of female teachers from the school was similar. It can be concluded that, the gender ration of that school was similar, which meant the location of the work place does not much affect the gender of the respondents.

For the number of years of teaching experience, the majority of respondents had experiences of more than five years. The lowest percentage of respondents appeared in the first experience period of teaching, five years or less.

For teachers' educational background, the results revealed that, most respondents were teachers who had their bachelor degree, while a minority of respondents higher than bachelor degree at Becora technical senior high school.

2. About the teachers' career satisfaction at Becora technical senior high school

The results for research hypothesis showed that, the probability was there was no significance different of teachers' career satisfaction at Becora technical senior high school in Dili.

According to Herberg (1959), the attitude of employee in an organization toward their career satisfaction comes from inside and outside factors which are called intrinsic and extrinsic factors. Intrinsic factors cause the employees' to feel happy, while extrinsic factors cause the employees' to feel unhappy about their job.

Applying Herzberg's model by focusing or only the extrinsic factors which are related to professional growth opportunity, responsibility, good relationship and satisfaction with salary the researcher wishes to know whether there are any difference of teachers' career satisfaction according to their demographics.

When comparing the teachers' career satisfaction at Becora technical senior high school the researcher found that, there was no significant difference of teachers' career satisfaction according to their demographics.

Before conducting the study, the researcher wondered whether or not the teachers' career satisfaction at Becora technical senior high school in Dili Timor Leste could vary according to their demographics. However, the research findings proved that, there was no significant difference of teachers' career satisfaction at Becora technical senior high schools according to their demographics.

Meanwhile, this study also compared the teachers' career satisfaction of their demographics between their educational background and their years of teaching. Then, a significant difference in teacher' career satisfaction was found in the selected school.

As the results have shown, teachers' job satisfaction at technical senior high school was high. It can be seen that, the teachers were satisfied with their career at Becora technical senior high school.

Recommendations

Recommendation for Administrator. This research helped administrators or leaders of Becora technical senior high school in Dili, Timor Leste to understand their level of teachers' career satisfaction in the school. Through this research, the administrator can understand very well how the teachers' career satisfaction at this school.

The focus of this research was teachers' career satisfaction at Becora technical senior high school. It was recommended that, administrators use this information to discuss, and review their career satisfaction wherever needed. It is crucial to apply the appropriate teachers' career satisfaction in a practical way.

Base on the findings of teachers' career satisfaction, administrators should plan for the teachers' retention to the strategies. At least, the school should use two strategies, relationship strategies and growth strategies. Relationship strategies can be done by building relationship trough interaction, giving recognition, creating a sense of family among administrators and staff. Celebrate special events together such as New Year, school accomplishments, sports day, school picnic or camping. Good relationship is one of the intrinsic motivations for teachers to remain working in a school.

Growth strategies were more important for both personal and professional growth of teachers. Administrator should provide regular training for teacher both inside and outside school. Expert should be invited to give training for staff as well as giving staff opportunities to join outside seminar or workshop. School should plan to provide scholarship for further study by staff and support them on life - long learning and make the most of internet learning.

Recommendation for teachers

Teachers at Becora technical senior high school in Dili, Timor Leste should learn about the four elements of teachers' career satisfaction in this study: growth opportunity and good relationship in order to teachers can get more important opportunity to learn or to improve their knowledge in the future.

Recommendations for future research

This research is limited to a small sample of teachers at Becora technical senior high school in Dili. Therefore, it's suggested that similar study should be conducted

in other high school such technical school in Timor Leste to find out or to compare teachers' career satisfaction.

Moreover, a similar study should be done in other technical senior high school and public school to compare their career satisfaction as a teacher. Furthermore, the researcher suggests that, a study be conducted on professional development needs in schools and the impact of nationalities on professional development in school. In addition, further studies should be a combination of qualitative and quantitative studies on comparing of teachers' career satisfaction in educational areas.

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