



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

Antoninho Maria Gusmao

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
In Educational Administration  
Graduate School of Education  
ASSUMPTION UNIVERSITY OF THAILAND

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LESTE.

**By:** ANTONINHO MARIA GUSMAO

**Field of Study:** EDUCATIONAL ADMINISTRATION

**Thesis Advisor:** ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

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Accepted by the Graduate School of Education, Assumption University in  
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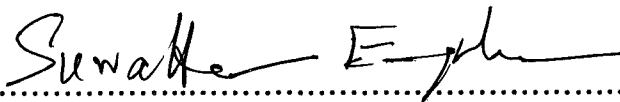
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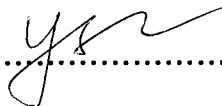
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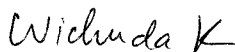
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## **ABSTRACT**

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**Key Words: CAREER SATISFACTION, TEACHERS, BECORA TECHNICAL SENIOR HIGH SCHOOL.**

**Name: ANTONINHO MARIA GUSMAO**

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

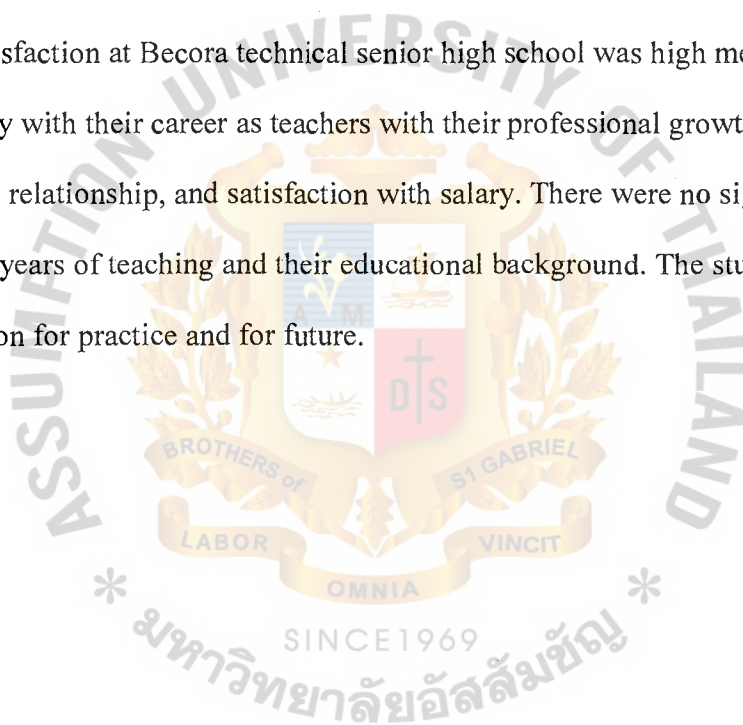
**Thesis Advisor: ASSOC. PROF. DR. SUWATTANA EAMORAPHAN**

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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 in 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 shows 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.



**Field of study:** Educational Administration

**Student's signature** .....

**Graduate School of Education**

**Advisor's Signature** .....

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# CHAPTER I

## INTRUDUCTION

This chapter consists the background of research, statement of the problem, research questions, research objectives, the theoretical framework of the research, the conceptual framework, the scope of the study, definition of terms and the significance of the study.

### Background of the Study

Timor Leste became its totally independent 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 is many of them did not continue their study at the university level because their job as teachers made it 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



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 all over the world can improve their human resources. Teachers are regarded as an important factor in improving the skills of young men and women 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 for the teachers in order to improve the teachers' quality in the education system, especially at senior high schools. 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.

They get relevant educational and career training from France, Germany, Japan, and the Netherlands, the United Kingdom and United States, including expanded programs and support for higher education from the general education system. The focus here is on vocational oriented reform in secondary schools. The reforms include upgraded curricula, work experience for students, apprenticeships and school employer links. (Stern and Wagner,1999). Japan and Germany have both developed compulsory education with a high participation rate as well as high means and low variances of achievement. But their upper secondary education system differs radically: in Japan, they have a full time school with a standardized curriculum; in Germany, schools are part time and largely vocational (Stern and Wagner 1999). Educators would rather see a unity between general and vocational curricula in full time schooling, so that vocational students receive technical education rather than just occupational training and general students can learn how to apply theoretical principles to practical problems.

### **Statement of the Problem**

There are some teachers who are not satisfied with their monthly salary during their career as teachers, although they have been involved in the teaching process at senior high schools for many years.

On the other hand, many teachers do not have time to continue their studies for higher education to improve their knowledge so teachers might not be satisfied with their career.

### **Research Question**

1. What are the teachers' demographic factors including: gender, age, educational background, and years of teaching in Becora Technical Senior High School Dili Timor Leste?
2. What are the levels of teachers' career satisfaction at Becora Technical Senior High School in Dili, Timor Leste?
3. Are there any significant differences of teachers' career satisfaction at Becora Technical Senior High School in Dili, Timor Leste according to their educational background, and years of teaching?

### **Research Objective**

1. 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.
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.

### **Research Hypothesis**

There was significant difference in teachers' career satisfaction at Becora Technical Senior high School in Dili, Timor Leste according to their educational background and years of teaching.

### **Theoretical Framework**

There were some related theories and models that addressed the issue of teachers' career satisfaction. There is a major theory that used in this study such Job Satisfaction theory of Herzberg (1959) which consists of professional growth opportunity, responsibility, good relationship, satisfaction with salary.

Career satisfaction theory of Herzberg is called as a motivation high theory. This theory focuses on the satisfaction of employees through the fulfillment of their need and interests. There are two factors which initiated this theory, intrinsic and extrinsic factors. Intrinsic or motivator

employees to learn about job satisfaction that can be expressed in the form of good performance.

In contrast, the extrinsic factors consisted of salary, job security, working conditions, status, company procedures, and co-workers relationship that affect the employees' job satisfaction.

In this theory, Herzberg distinguishes between motivators and hygiene factors as mutually exclusive. Environmental factors or job context – related, such as policy, salary and physical working conditions are identified as “dissatisfies” which are separated from satisfiers or job content – related factors, such as achievement, responsibility and intrinsic challenges.

In their review, of the literature on job satisfaction, Herzberg, Mausner, Peterson, & Capwell (1957) concluded that, there are six relatively independent factors characteristic of work situation. Among the six relative independent factors of characteristics of work situation, according to Busch and Bush (1978), working conditions was the key factor affecting employees' behavior or attitudes toward their job. The amount of stress level in a job, the leadership and climate changes surrounding the workplace affect the mode and energy levels of employee. In a more conducive environment with favorable work conditions, employees perform better.

Based on four elements that had been mentioned above would be introduced overall that, In a higher education context the job satisfaction had been primary focusing of research (Austin and Gamston, 1983). Hagedorn (1984) tested casual model among faculty at different stage of career development and found that satisfaction with salary, total work hours, and support of colleagues affected the level of stress. It is interned, impacted satisfaction. Olsen, Maple, and Stage (1995) found a direct affect between faculty job satisfaction and intrinsic variables of control over one's career and satisfaction of academic work.



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 conceptual framework is shown below:

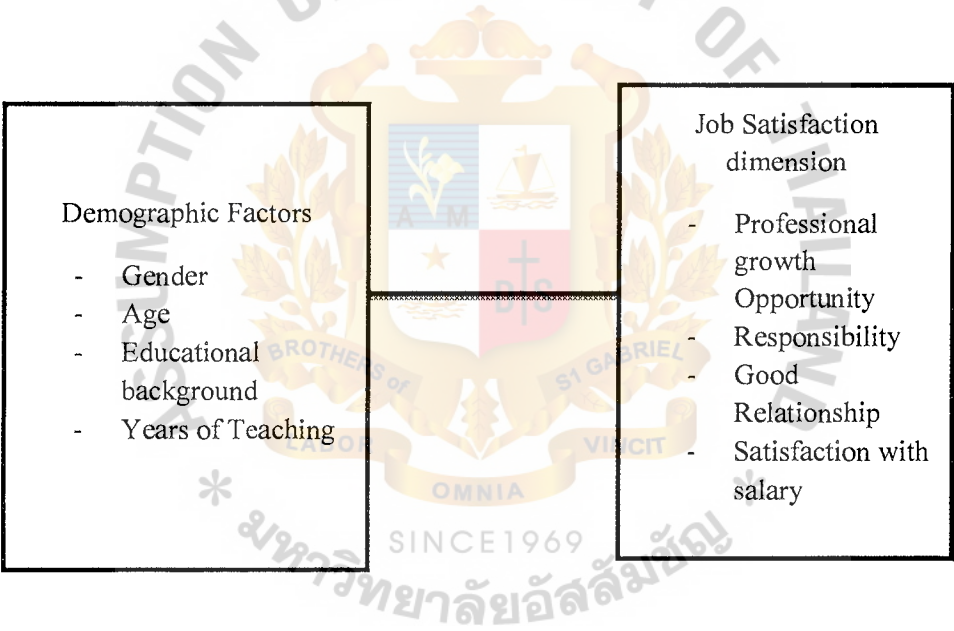


Figure 1. Conceptual framework

### Scope of the Study

This study focused on teachers' career satisfaction at Becora technical senior high school and to identify the benefit of teachers 'career satisfaction.

The research was conducted to study the teachers' career satisfaction level at Becora Technical Senior High School in Dili, Timor Leste in June 2014, as Becora Technical Senior High School is famous and the biggest public technical high School in the country.

### Definition of Terms

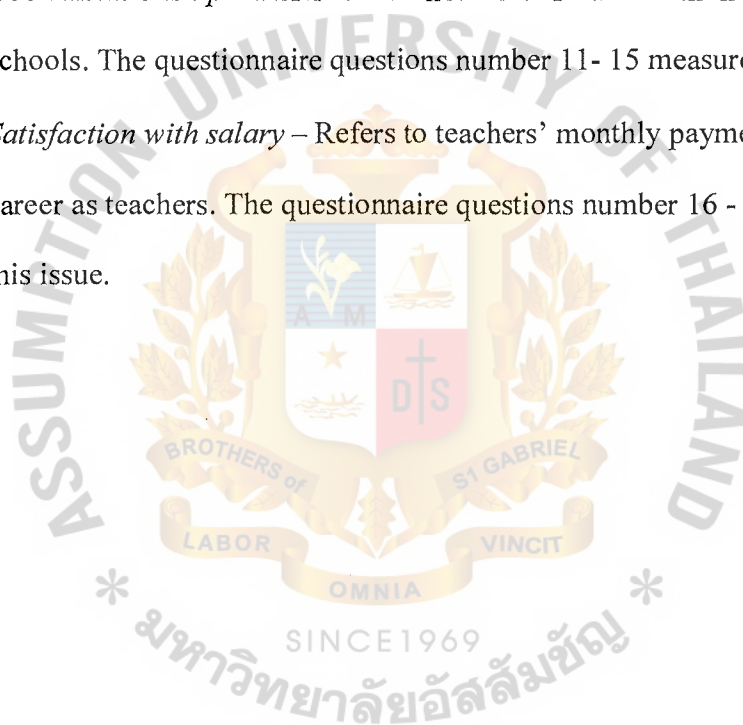
In this study, certain terms that the researcher uses are discussed:

**Demographic** was the characteristic of the sample group.

- *Gender* – It refers to the category of teachers who are male and female.
- *Age* – It refers to the age of teachers which is divided in to two group; less than or equal to 30 years old and more than 30 years old.
- *Educational Background* – It refers to the educational level of teachers which be categorized in to two parts such: Bachelor degree and higher than bachelor degree.
- *Years of teaching* – Refers to the time teachers are involved in teaching at the school which consist of less than or equal to 5 years and more than 5 years.

**Career Satisfaction**- refers to the teachers' satisfaction and dissatisfaction with condition at school in Dili, Timor – Leste which included:

- *Professional growth opportunity* – Refers to teachers' opportunities involving in the training in improving skills. The questionnaire question number 1- 5 concerned on this issue.
- *Responsibility* – refers to the teachers' responsibilities during the teaching process at schools. The questionnaire question number 6-10 measured on this issue.
- *Good Relationship* – Refers to teachers' satisfaction with their colleague in schools. The questionnaire questions number 11- 15 measured on this issue.
- *Satisfaction with salary* – Refers to teachers' monthly payment during their career as teachers. The questionnaire questions number 16 - 20 concerned on this issue.



### **Significance of the Study**

This study aims to identify teachers' career satisfaction at Becora technical senior high school in Dili, Timor Leste. This might contribute to how to improve the level of teachers' career satisfaction.

This research would like to identify the teachers' career satisfaction at Becora technical senior high school in Dili, Timor Leste.

1. The results would help develop guide lines for teachers on career satisfaction at Becora Technical Senior High School in Dili – Timor Leste to develop a better future.
2. The study would contribute information to the administrators and teachers of the school and for future researcher.
3. The study would like to share the information to all readers and the future researchers in order to understand more deeply the teachers' career satisfaction at Becora Technical senior high school in Dili Timor Leste.
4. This study was also to inform technical senior high school teachers of Becora in Dili, Timor Leste to keep up their well - performance in teaching process

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## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter contains the review of the related literature which consists of several major parts such as Job satisfaction, which consist of professional growth opportunity, responsibility, good relationship and satisfaction with salary; moreover, the background of the school is also discussed below and Career development which discussed below.

**Career Satisfaction**

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 Pittsburgh. 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). Dalton and Thompson, (1986) introduced a career stage model for professional growth that identifies and describes four distinct stages of professional careers. Associated with each career stage are identifiable characteristics and needs that guide thoughts, behaviors, and actions at a particular stage. These ultimately have an effect on the nature of developmental opportunities appropriate a particular stage. While, the model suggests progression from one stage to another, it acknowledges that not all professionals will progress through all four stages over the course of their career.

The original model introduced by Dalton, Thompson and Price has been modified for 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 Passeron (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 exist 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) individuals have 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 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.

### **Career Development**

Krumboltz, Mitchell, and Jones (1976) social learning theories of career development incorporates Bandura's (1977) theory of social learning in to career development. The theory was designated to focus on the learning process that lead to the beliefs such as self – efficacy beliefs and interests and how these contribution to the career decision making process (Isaacson & Brown, 2000). Mitchell and Krumboltz (1996) identified four factors that influence career decision-making. First is the influence of inherited characteristics such as race gender, intelligence and coordination. These abilities may set limits on an individual's career opportunities (Isaacson & Brown, 2000; Mitchel & Krumboltz, 1996; Zunker, 2002). The second set of factors is environmental conditions and events that the individual cannot control. Events such as a hurricane or a change in major government policies can affects one's career related activities and preferences. The next sources of factors are derived from the individual's learning experience.

We can observe two different types of learning experiences, Instrumental learning and Associative learning. Instrumental learning experience “occurs when an individual is positively reinforced or punished for the exercise of some behavior and its associated cognitive skills (Mitchell and Crumboltz, 1996). Associative learning experiences “include negative and positive reaction to pairs of previously neutral situation” (Zunker, 2002). Associated learning experience occurs through observation, written material, and visual media. The final source of factors that influence career decision making is task approach skills. Task approach skills are those skills that individual has developed as a result of “learning experience, genetic characteristics, special abilities, and environmental influence” (Michel and Crumboltz 1996). Crumboltz indicated that an individual is continually and constantly encountering learning experiences. Rewards or punishments that in turn produce unique qualities in an individual follow these experiences (Isaac & Brown, 2000). Banduras (1977, 1986) proposed a model of social learning theory. Self-Efficacy is defined as the cognitive structure of cumulative learning experience. Self-Efficacy is evident in society’s every day live through person’s fears and need. While avoiding threatening situation, he or she believe her or his coping skills have been exceeded (Bandura, 1977). Rather than being in an unsafe position, people will generally, choose to get involved in activities and behave confidently when they judge themselves. Bandura described the dimension and major source of information that drive the expectations of personal efficacy.

Lent, Brown, and Hackett (1995, 1996, 2002) developed a perspective on career development that is called Social Cognitive Career Theory (SCCT). “This perspective is intended to complement or build conceptual linkages with other theories of career development” (Lent, Brown, Hackett 1996). SCCT includes those aspects of Bandura’s (1986) general social cognitive theory that have proven “to be most relevant to the process of interesting information,

career selection and performance” (Lent, Brown, and Hackett 1996). This theory is based on three social cognitive mechanisms. These mechanisms are self-efficacy beliefs outcome expectation, and goal representations (Lent, Brown and Haccket, 1995).

In SCCT, self-efficacy beliefs are not considered to be a passive or fixed variable but continually evolving set of beliefs that adjust to current performance domain (Lent, Brown, & Haccket 1995, 1996, 2002; Zunker, 2002). “Outcome expectations are also regarded as personal beliefs about expectation or consequences of behavioral activities” (Zunker, 2002). SCCT also includes the concept of goals because they can be considered as a way to sustain behavior to increase the chance that a desired outcome may be achieved (Lent, Brown & Haccket, 1995, Zunker, 2002).

Self – Efficacy, outcome expectations and personal goals are considered the “big three building blocks within the triadic causal system that can determine the course of career development and its outcomes” (Zunker, 2002).

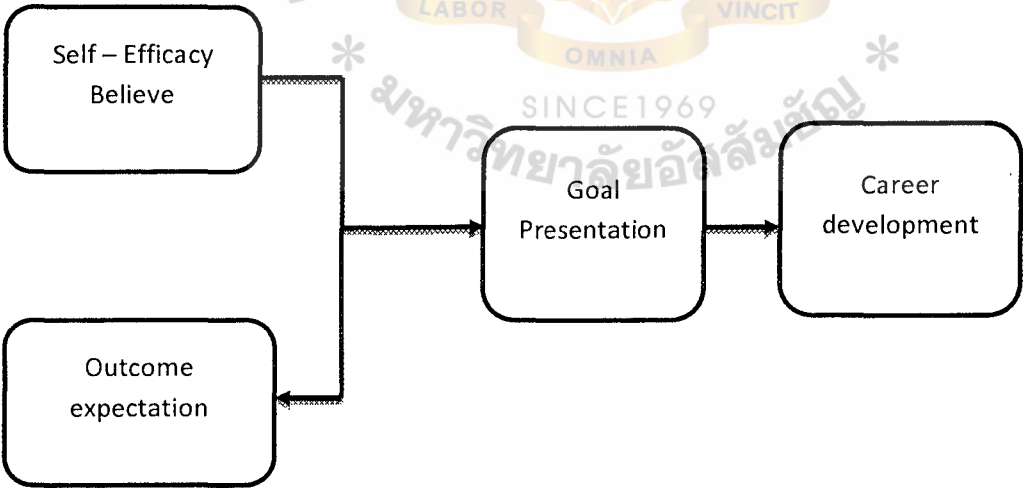


Figure 2. SCCT Framework

From all the variables involved in this career decision making model, one named “Decision Making Self-Efficacy” (Tailor and Betz, 1983) has been the most widely researched since Tailor and Betz developed a career decision making tasks and behaviors. The scale items were picket from Crites’ model of career maturity and career decision making. Betz and Tailor suggested that low career decision self-efficacy could negatively influence an individual’s career exploratory behavior and development of career decision skills.

### **Background of the School**

Becora Technical senior high school is located in Dili, the capital of Timor Leste; the school has a different visions and missions, the technical senior high school wants the students to be creative and skillful. Background of the schools;

Becora Technical Senior High School of Dili

The Technical Senior high school is one of the public technical (vocational) schools; it was built in 1983 after Indonesian occupation. In 1999, before Indonesia left the country they destroyed everything. The technical senior high school started rebuilding in the early 2000 under the UN (United Nations) control. Then in 2006 it was destroyed again due to the internal conflict in 2006. Even though there was crisis, the teachers were strong motivated and they did not cease to work and teach there. The Decree-Law 8/2010 approved the Curriculum Planning, Scheme, Implementation and Certification Model, Organization and Evaluation of Technical and Vocational High Schools. The IV Constitutional Government stands as one of the strategic directions of the modernization of Timorese education multiplication accelerated the supply of vocational training and vocational education, by supporting the implementation of a network of

vocational schools, mostly with local and initiatives, articulated the use of the resources available in the various State departments. On the other hand, taking into account the economic and social development which quires the qualifications of human resource as an urgent investment.

Therefore, it is essential to launch vocational education as well as the various forms of vocational training. The objectives and development training programs in vocational schools take into account international norms and standards, (directly related to the levels of learning achieved), subject to adjustments that are necessary during a transition period until full correspondence with structures dedicated for training levels are international.

The mission of the Technical senior high school is to prepare young Timorese to be creative and skillful to construct the country which is still developing.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the specific design of the study and the research methodology which is divided in to six sub headings. These consist of research design, population, sample, research instrument, data collection data analysis and summary of the research process.

#### **Research Design**

This study is a quantitative research and intends to identify the level and to compare teachers' career satisfaction at Becora Technical Senior High School in Dili – Timor Leste.

#### **Population and Sample**

The population for this research was all teachers 85 teachers of Becora Technical Senior High School in Dili Timor – Leste of academic year 2014 were used as the subject for this study.

#### **Research Instrument**

The researcher prepared the questionnaire which had four dimensions such as: Professional growth development, responsibility, good relations, satisfaction with salary.

The researcher used the questionnaire and administered it to all teachers at school which had eighty five teachers.

The scales that that used to measure teachers' career satisfaction at Becora technical senior high school were stated in the following table:



**Table 1.** The interpretation criteria for the mean were stated as below:

No	Scale	Interpretation
1	1.00 – 1.50	Means very low
2	1.51 – 2.50	Means low
3	3.51 – 4.50	Means high
4	4.51 - 500	Means very high

**Validity and Reliability**

**Content of Validity**

The researcher used a questionnaire to develop the research instrument. This questionnaire was taken from Ryan E. Smerek and Marvin Peterson (2007) on improving job Satisfaction among Non-Academic employees at the University.

**Reliability of the Questionnaire**

**Table 2.** The reliability satisfaction for previews and current career satisfaction stated on the following table;

	Previews	Current
	Cronbach Alpha ( $\alpha$ )	Cronbach Alpha ( $\alpha$ )
	Professional Growth ( $\alpha = .893$ ) Opportunities Responsibility ( $\alpha = .870$ ) Good Relationship ( $\alpha = .933$ ) Satisfaction with Salary( $\alpha= .833$ )	Professional Growth ( $\alpha = .89$ ) Opportunities Responsibility ( $\alpha = .88$ ) Good Relationship ( $\alpha = .86$ ) Satisfaction with Salary( $\alpha= .95$ )

During the research, the researcher asked the respondents to respond the questionnaire items, which contain statements about their career satisfaction in that school. All the variables will be measured by a five - point Likert scale:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

It was necessary to translate the questionnaires in to the Timorese Language (Tetun). This followed a clear step – by – step process. First, the back – translation phase entailed a qualified translator to translate the questionnaire to Tetun to be completed by the member of *Instituição Nacional da Linguística (INL) / (National Institute of Linguistic)* at the office in Dili, Timor – Leste, as this institution has been recognized by the national law and was formed by the government. Therefore, the researcher used this institution and had the member of INL translated the questionnaire in to the national language.

#### Collection of Data

The researcher asked for permission from the administrator of the faculty, to distribute the questionnaires to teachers in June 2014 and collected them by July 2014. The wholes process of collecting questionnaires during a month. The researcher distributed 85 copies and completely returned. The returned and valid rate reached 100%.

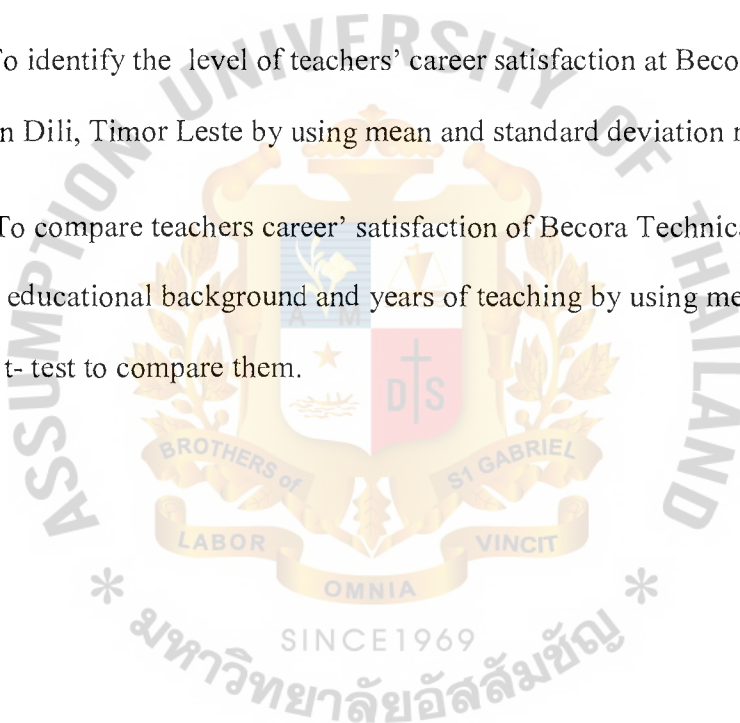
### Data Analysis

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.



Summary of the Research Process

Objective	Sample	Data Collection	Data Analysis
1. To identify teachers' demographics factors including their; gender, age, educational background, and years of teaching in Becora Technical Senior High School.	There were 85 teachers as subjects from the selected schools in Dili, Timor - Leste	Survey Questionnaire	Frequency, percentage
2.To identify the level of teachers' career satisfaction in Becora Technical Senior High School.			Mean and standard deviation
3.To compare teachers' career satisfaction in Becora Technical Senior High School according to their educational background and years of teaching.			Independent sample t - Test

**CHAPTER IV**  
**RESEARCH FINDING**

This chapter represents analysis and interpretation of data gathered from the questionnaire returned by the respondents. The research data on a comparative study of teachers' career satisfaction according to their gender at Becora technical senior high school in Dili Timor Leste in the academic year of 2014 is divided in to three sections; demographic profile of the respondents, the research findings of objective and the research finding of second objective. The finding of this study explained and outlined by describing in detail the main findings.

**Research finding of objective one**

In this section, the researcher reports the findings for the demographics profile of the respondents.

Table 4 Frequency and percentage of gender

Demographic Profile		Frequency	Percentage
Gender	Male	71	83.50
	Female	14	16.50
	Total	85	100

Table 4 demonstrated that, most respondents were males as they represented 83.5% of all respondents. Female respondents represented 16.5% of the respondents.

**Table 5** Frequency and percentage of age

Demographic Profile		Frequency	Percentage
Age	Less than or equal 30 years old	31	36.50
	More than 30 years old	54	63.50
	Total	85	100.00

Table 5 showed that the most respondents were people more than 30 years old who represented 63.5% of the respondents and the respondents of less than or equal to 30 years old represented 36.5% of the respondents.

**Table 6** Frequency and percentage of educational background

Demographic Profile		Frequency	Percentage
Educational Background	Bachelor degree	67	78.80
	Higher than Bachelor degree	18	21.20
	Total	85	100.00



Table 6 illustrated that, the majority respondents were people with bachelor degree who represented 78.8% of the respondents, while people with higher than bachelor degree represented 21.2% of the respondents.

**Table 7** Frequency and percentage of years of teaching

Demographic Profile		Frequency	Percentage
Years of Teaching	Less than or equal five years	31	36.50
	More than five years	54	63.50
	Total	85	100.00

Table 7 Indicated that, 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.

Research finding for objective two

The research finding of objective two were shown in the tables 8-11

**Table 8.** Mean and standard deviation of teachers’ career satisfaction toward professional growth opportunity.

No	Items	Mean	SD	Interpretation
1	My unit/department offers the training or education that I need to grow in my job.	4.11	.89	High
2.	I have received the necessary training to do my job well.	4.09	.87	High
3.	I have had opportunities at work to learn and grow in the past year.	4.16	.87	High
4.	There is someone at work who encourages my development.	4.11	.91	High
5.	Someone has talked to me about my progress in the past year.	4.14	.93	High
	Total	4.12	0.89	High

Table 8 demonstrated that, teachers’ career satisfaction toward professional growth opportunity dimension in Becora technical senior high school which had mean scores at 4.12. This could be interpreted that, the level of teacher’s career satisfaction toward their professional growth opportunity was high.

**Table 9.** Mean and standard deviation of teachers’ career satisfaction concerning responsibility.

No	Items	Mean	SD	Interpretation
6	I have control over how I do my work.	4.21	.92	High
7	My opinion counts at work.	4.08	.79	High
8	I have a say in decisions that affect my work.	4.01	.94	High
9	The physical environment allows me to do my job.	4.07	.77	High
10	I have the necessary resources, tools or equipment to do my job.	3.87	1.00	High
	Total	4.05	0.88	High

Table 9 showed that, teachers’ perception toward responsibility had 4.05 mean score. This could be interpreted that the scores of teachers’ perception concerning responsibility in Becora technical senior high school was high.

**Table 10.** Mean and standard deviation of teachers' career satisfaction toward good relationship.

No	Item	Mean	SD	Interpretation
11	I trust my co-workers	4.04	.95	High
12	My co-workers and I work as part of a team.	4.15	.87	High
13	My workgroup collaborates effectively with other workgroups or departments.	4.19	.88	High
14	I can count on my co-workers to help out when needed.	4.21	.78	High
15	I am consistently treated with Respect by my co-workers.	4.16	.87	High
	<b>Total</b>	<b>4.15</b>	<b>0.86</b>	<b>High</b>

From table 10, the overall scores for teachers' career satisfaction toward good relationship was 4.15. The scores of teachers' career satisfaction at Becora technical senior high school toward good relationship were high.

**Table 11.** Mean and standard deviation of teachers’ career satisfaction toward satisfaction with salary.

No	Item	Mean	SD	Interpretation
16	My salary/pay rate is competitive when compared to similar jobs at other organizations.	3.91	.89	High
17	I am fairly paid for the work I do.	3.89	.98	High
18	I understand how my base salary is determined.	3.93	.81	High
19	Salary/pay increases are Appropriate.	3.67	1.11	High
20	My salary/pay rate is a significant factor in my decision to stay at the school.	3.84	.93	High
	<b>Total</b>	<b>3.84</b>	<b>0.95</b>	<b>High</b>

Table 11 indicated that, teachers’ career satisfaction toward their satisfaction with salary had 3.84 mean score. This could be interpreted that, the scores of teachers’ career satisfaction toward satisfaction with salary-dimension at Becora Technical senior high school was high.

Overall, the highest and lowest mean standard of teachers’ career satisfaction at Becora technical senior high school based on the table as follow:

The Highest mean of teachers’ career satisfaction based on total of four elements. The total mean score of 4.15 was for good relationship. Meanwhile, the total mean score of 4.12 was for professional growth opportunity. Moreover, the score mean of 4.05 belonged to the part of Responsibility while, satisfaction with salary of the teachers was 3.84.

**Table 12.** Overall teachers’ career satisfaction (based on four elements) from the highest mean to the lowest, at Becora Technical senior high school in Dili, Timor Leste

No	Items	Total Mean	Total SD	Interpretation
1	Good relationship	4.15	0.86	High
2	Professional Growth Opportunity	4.12	0.84	High
3	Responsibility	4.05	0.88	High
4	Satisfaction with salary	3.84	0.95	High
5	Total	4.04	0.88	High

Base on the Table 12 above, the highest mean score for good relationship was 4.15 and lowest mean score for satisfaction with salary was 3.84. However, it was categorized high base on the interpretation criteria. In addition, the total for all career satisfaction at Becora technical senior high school was 4.04.

**Research Objective Three**

The research Objective was to compare teachers’ career satisfaction between their educational background and years of teaching in Becora technical senior high school.

To compare teachers’ career satisfaction between their educational background and years of teaching, the researcher used the method of Independent samples t- Test. The research finding was displayed in tables 13 and 14.



**Table 13.** Comparison of teachers' educational background at Becora technical senior high school.

No	Total career satisfaction of educational Background	Mean	SD	t-test for equality of Means		
				t	df	Sig. (2- tailed)
1.	Bachelor degree	4.06	0.47	0.759	85	0.450*
2.	Higher than bachelor degree.	3.96	0.49			

\*Sig. < 0.05

The analysis from table 13 indicated that, the probability significance of .450 for teachers' educational background, was higher than .05. So, the research hypothesis was not accepted, which meant there was no significant difference according to their educational background at Becora technical senior high school in Dili, Timor Leste.

Table 14 Comparison of teachers’ career satisfaction according to their years of teaching at Becora technical senior high school.

No	Total career satisfaction of teachers’ years of teaching.	Mean	SD	t-test for equality of Means		
				t	df	Sig. (2- tailed)
1.	Less than or equal 5 years	4. 12	0.36	1. 22	85	0.22*
2.	More than 5 years	3. 99	0.52			

\* Sig. < 0.05

Table 14 demonstrated that, the probability significance of comparison among the teachers’ years of teaching at the school was (.222), and higher than .05 which means there was no significance difference relative to their years of teaching at Becora technical senior high school in Dili, Timor Leste.

## CHAPTER V

### CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter consists of a summary of the study, a brief review of the conclusion, discussion of the findings and the recommendation for school's administrator as well as for future research.

#### Summary of the study

The study was a comparative study of teachers' career satisfaction according to their demographics at Becora technical senior high school in Dili, Timor Leste. There were three objectives in this study:

1. To identify teachers' demographic factors including their gender, age, educational background and years of teaching at Becora Technical Senior High School in Dili, Timor Leste.
2. To identify the level of teachers' career satisfaction at 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 researcher would like to identify the level of teachers' career satisfaction and compare the differences in their educational background and years of teaching as classified by demographics. The questionnaire were distributed to the teachers at selected school, and returned to the researcher completely with 100%.

Demographic factors of the research showed that, the majority of the respondents, 83.5% were male while 16.5% of the respondents were female.

Demographics factor according to age in this research indicated that the dominant respondents were people more than 30 years of age which represented 63.50% of the respondents and there was only 36.5% of the respondents from less than or 30 years of age. This case caused by the school were very strict for the teachers who wanted to teach so that made the young teachers feel not happy to teach at this school.

Moreover, the majority of the respondents had a bachelor degree and those represented 78.8% of respondents, while 21.20% were represented people of higher than bachelor of the respondents.

The majority of the respondents' work experiences at this school were those who had more than 5 years' experiences. Those represented 63.5% of all the respondents. The smallest group were those who had work experiences was less than or equal to 5 years. They represented 36.5% of all the respondents as the school was strict toward the teachers especially in teachers' teaching experiences.

## Conclusions

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

This discussion was held according to the following stated objective and part of the questionnaire:

#### 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.

### Recommendation

Recommendations from this study are focused on three different areas: Recommendation for administrators, for teachers and for future research.

#### 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 through 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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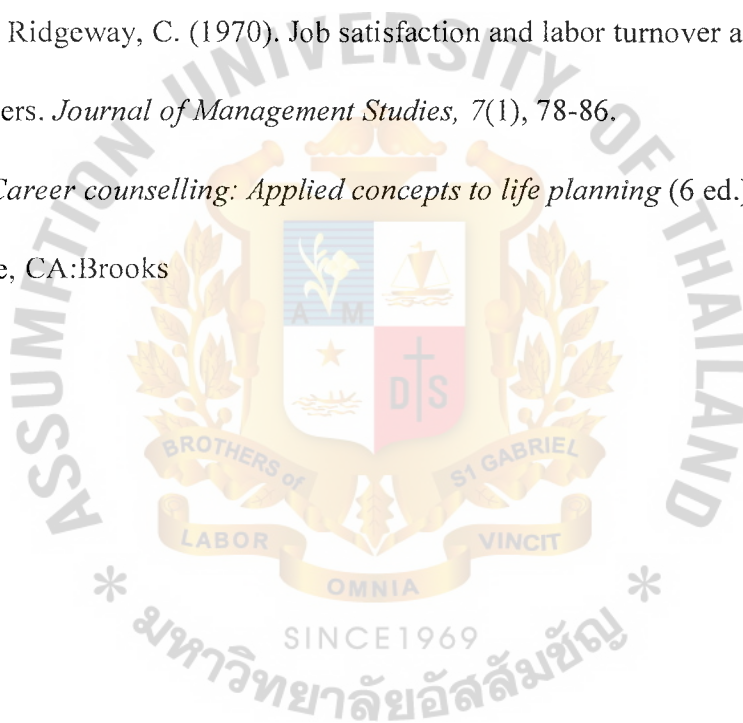
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A COMPARATIVE STUDY OF TEACHERS’ CAREER SATISFACTION  
ACCORDING TO THEIR DEMOGRAFICS IN BECORA TECHNICAL  
SENIOR HIGH SCHOOL IN DILI, TIMOR LESTE

Instruction:

This questionnaire is distributed to acquire data from teachers’ career satisfaction according to their demographics in Becora Technical senior high school in Dili Timor Leste. I would like to express my gratitude to all of your cooperation to work on it. The content of questionnaire is divided in to two parts as explained bellow:

Part I. Demographic data

Part II. Teachers’ Career Satisfaction (*professional growth opportunity, Responsibility, Good relationship, and Satisfaction with salary*)

Part I. Demographic data

Gender: ☐ Male ☐ Female

Age: ☐ Less than or equal 30 years old ☐ More than 30 years old

Educational background:

☐ Bachelor degree ☐ Higher than Bachelor degree

Years of teaching:

☐ Less than or equal 5 years ☐ More than 5 years



## Part II.

Please indicate your response to the following statement by choosing the appropriate number.

1. Strongly Disagree (SD) 2. Disagree (DA) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA)

Description	SD	DA	N	A	SA
	1	2	3	4	5
<b>Professional Growth Opportunity</b>					
1. My unit/department offers the training or education that I need to grow in my job.					
2. I have received the necessary training to do my job well.					
3. I have had opportunities at work to learn and grow in the past year.					
4. There is someone at work who encourages my development.					
5. Someone has talked to me about my progress in the past year.					
<b>Responsibility</b>					
6. I have control over how I do my work.					
7. My opinion counts at work.					
8. I have a say in decisions that affect my work.					
9. The physical environment allows me to do my job.					
10. I have the necessary resources, tools or equipment to do my job.					

Description	SD	DA	N	A	SA
	1	2	3	4	5
<b>Good Relationship</b>					
11. I trust my co-workers					
12. My co-workers and I work as part of a team.					
13. My workgroup collaborates effectively with other workgroups or departments.					
14. I can count on my co-workers to help out when needed.					
15. I am consistently treated with Respect by my co-workers.					
<b>Satisfaction with Salary</b>					
16. My salary/pay rate is competitive when compared to similar jobs at other organizations.					
17. I am fairly paid for the work I do					
18. I understand how my base salary is determined.					
19. Salary/pay increases are appropriate					
20. My salary/pay rate is a significant factor in my decision to stay at the school.					

## ESTUDU KOMPARATIVU KONA-BA SATISFASAUN KAREIRA PROFESORES SIRA NIAN TUIR SIRA NIA DEMOGRAFIA IHA ESKOLA TÉKNIKA SEKUNDÁRIA IHA DILI, TIMOR-LESTE

### Introdusaun

Kestionáriu ida ne'e distribui atu adkiri dados hosi satisfasaun kareira profesores sira nian tuir sira nia demografia iha eskola téknika sekundária iha dili, timor-leste. Ha'u hakarak hatu'o ha'u nia gratidaun ba hothotu kona-ba imi nia kooperasaun ba servisu iha ida ne'e. Kontiudu hosi kestonáriu ida ne'e fahe ba parte rua, hanesan espika iha kraik:

### Parte I. Dados Demográfiku

**Part II. Satisfasaun Kareira Dosente** (*oportunidade kreximentu profesionál, Responsabilidade, relasionamentu di'ak, no satisfasaun ho saláriu*)

### Part I. Dados demográfiku

**Jéneru:** ☐ Maskulinu ☐ Femeninu

**Tinan:** ☐ Menór ka hanesan tinan 30 ☐ Liu tinan 30

### Abilitasaun literária:

☐ Baxereladu ☐ Superiór hosi Baxereladu

### Tinan hanorin nian:

☐ Menór ka hanesan tinan 5 ☐ Liu tinan 5

Parte II.

Halo favor, indika ita nia resposta iha deklarasaun tuirmai, eskolla númeru ne'ebé apropiadu.

1. La konkordu liu (SD) 2. La konkordu (DA) 3. Neutru (N) 4. Konkordu (A) 5. Konkordu Tebes (SA)

Deskrisaun	SD	DA	N	A	SA
	1	2	3	4	5
<b>Oportunidade de Kreximentu Profisional</b>					
1. Ha'u-nia unidade/departamentu ofere se formasaun ka edukasaun ne'ebé ha'u presiza atu dezenvolve ha'u nia servisu					
2. Ha'u simu ona treinamentu neses'ariu atu halo ha'u nia servisu ho di'ak.					
3. Ha'u hetan ona oportunidade atu aprende no dezenvolve iha servisu fatin iha tinan kotuk					
4. Iha ema balun iha servisu fatin enkoraza ha'u nia dezenvolvimentu.					
5. Iha ema balun koalia ona ho ha'u kona-ba ha'u nia progresu iha tinan kotuk..					
<b>Responsabilidade</b>					
6. Ha'u iha kontrolu oinsá ha'u halo ha'u nia servisu.					
7. Ha'u nia opiniaun konta iha servisu fatin.					
8. Ha'u iha lia-fuan iha servisu fatin ne'eb'e afeta ha'u nia servisu.					
9. Ambiente fisiku permite ha'u halo ha'u nia servisu.					
10. Ha'u hetan ona rekursu nesesáriu, ferraamentu ka ekipamentu hodi halo ha'u nia servisu ho di'ak.					

<b>Relasionamentu Dia'ak</b>					
11. Ha'u sempre fo fíar ba hau nia kolega servisu sira					
12. Ha'u nia kolega servisu ho ha'u servisu hanesan parte hosi ekipa.					
13. Ha'u nia grupu traballu kolabora efektivamente ho grupu servisu ka departamentu seluk.					
14. Ha'u bele konta ho ha'u nia kolega sira hodi fó tulun bainhira nesesáriu.					
15. Ha'u sempre hetan tratamentu ho respeitu hosi kolega servisu sira.					
<b>Satisfasaun ho saláriu</b>					
16. Ha'u nia taxa kona-ba saláriu/pagamentu ne'e kompetitivu bainhira kompara ho servisu ne'ebé hanesan hosi organizaun seluk.					
17. Ha'u hetan pagamentu justu hosi servisu ne'ebé ha'u halo.					
18. Ha'u komprede ho di'ak ha'u nia baze saláriu determinadu.					
19. Aumentu saláriu/pagamentu apropiadu ona.					
20. Ha'u nia saláriu/pagamentu nia taxahanesan factor signifíkante iha ha'u nia desizaun atu hela nafatin iha eskola ne'e.					

## BIOGRAPHY

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