DISCUSSIONS

The discussions of results have been given utmost importance in any empirical research. It is the part which is totally based on the objectives of the research. In the present context, the objectives of the study were divided into two broader sections. The first section deals with the influence of organizational climate, teaching attitude and adjustment on job satisfaction of teachers of private and government schools, while the other section is concerned to examine the significance of difference between teachers of private and government schools on all the measured variables and their respective dimensions.

The results of the present study have been shown in twenty two different tables in which first table indicates the descriptive statistics while proceeding eleven tables of the results deal with the influence of organizational climate, teaching attitude and adjustment on job satisfaction among teachers of both private and government schools separately. The remaining nine tables of the results explain the significant difference between teachers of private and government schools on organizational climate, teaching attitude, adjustment and job satisfaction.

The first objective of the present research was “to determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among private school teachers.” The results found partially fulfilled the said objective as adjustment, intimacy, disengagement, humanizes thrust and controls dimensions of organizational climate emerged as significant contributors of job satisfaction. However, among them disengagement and controls emerged as significant negative predictors of job satisfaction.
It is common observation that those who are well adjusted are better satisfied with their jobs or vice-versa. There are studies which demonstrated positive relationship between adjustment and job satisfaction. Samantroy (1971) found positive relationship between teaching adjustment and teaching efficiency. Singhal (1973) in a study on industrial workers found that work adjustment made highest contribution to job satisfaction.

Intimacy as a social need satisfaction related with enjoyment of friendly social relations with teachers and students will have positive effect on job satisfaction. Intimacy as a factor of school organizational climate is though, not associated with task accomplishment (Halpin, 1969) but it may be a major factor in job satisfaction. It is a ‘feel good type factor’ which makes the individual happy and feel good in the work at workplace.

Disengagement as a group behavior characteristic denotes negative behavior tendency showing the teachers ‘not in gear’ exhibiting a kind of anomie or lawlessness described by Durkhein (Halpin, 1969). The findings of the study establish that it has a negative contribution in job satisfaction of teachers of private schools. It is obvious that to be in gear and enjoying the relations are necessary requisites for a man to be satisfied. Hence, disengagement will have negative relations with the job satisfaction.

Humanized thrust as a dimension of leader behavior characteristic is related to the principal of the school. It is related to the behaviors of the principal which motivate the teachers because of which they willingly and spontaneously give of them. Such behaviours and treatment of principals with teachers give the feelings of satisfaction to
the teachers. The finding of the study indicates that such kind of atmosphere is very well provided by the principals of private schools.

Controls is also related with principals’ behavior characterized by bureaucratic and impersonal nature of the principal. The principals who have control over the school affairs and teachers’ behaviour are though task-oriented but are often cold for teachers. These are the negative extrinsic motivations of job satisfaction. This has been confirmed by the findings of this study as controls emerged as a significant negative predictor of job satisfaction.

Cooperation, contribution and guidance made by the principals to teachers become the positive part of organizational climate of the school, which bear a positive relationship with job satisfaction. A study conducted by Schneider and Snyder (1975) also indicated that climate and satisfaction are positively correlated and almost the same result was found in a study conducted by Lafolite and Sims (1975) as they found organizational climate and organizational practices are positively related to job satisfaction.

The second objective of the present research was “to determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among government school teachers.” The obtained results partially fulfilled the said objective as only humanized thrust, adjustment, intimacy and psycho-physical hindrance dimensions of organizational climate emerged as significant contributors of job satisfaction.

Humanized thrust is a dimension of leader behavior characteristic which is related to the principal of the school. Findings of this study suggest that principals of government
schools also seem to attempt to motivate the teachers because of which they willingly and spontaneously give of them. Such behaviours and treatment of principals with teachers influences teachers’ satisfaction for their job. Such atmosphere is very well provided by the principals of government school teachers. Same findings were obtained for private schools. Thus, in this respect principals of the two schools are similar. This seems natural also as principals whether they are from private or government schools have to control and execute almost same kind of works. In a study Brown (1965) found that principals tended to view their schools more favourably than teachers and specialists in the school perceived the climate more like administrators than teachers. Adjustment plays a very important role in any job. Those who are well adjusted are better satisfied with their job and those who are not well adjusted are dissatisfied with their job.

Intimacy refers to the teachers’ enjoyment of friendly social relations with each other. It has positive effects on job satisfaction. It is a factor of school organizational climate which is though not associated with task accomplishment (Halpin, 1969) but is a major factor in one’s job satisfaction. The same finding was obtained for private school teachers. This seems natural also that while working in the same organizations increases intimacy with each other, whether they are private or government school teachers. Those who enjoy the friendly social relations with their colleagues will be satisfied with their jobs.

Psycho-physical hindrance as a leader behavior characteristic shows a kind of negative behavior tendency which refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider unnecessary. But in government schools
there are a lot of paper or administrative works which their principal wants to be completed by teachers. Thus, completing the paper or administrative work provides teachers condition of competition which perhaps enhances the self-esteem and self-efficacy of teachers which in turn instills job satisfaction among them. It may be mentioned here this psycho-physical hindrancce did not emerge as a significant predictor of job satisfaction in private school teachers.

The third objective of the present research was “to determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male private school teachers.” The results found partially fulfilled the said objective as adjustment and controls, esprit, psycho-physical hindrance and intimacy dimensions of organizational climate emerged as significant contributors of job satisfaction. However, controls and psycho-physical hindrance emerged as negative contributors. It has already been discussed that good adjustment increases one’s job satisfaction. This is true for male teachers of private schools also.

Controls as a negative contributor shows that it has negative relationship with job satisfaction in private school teachers. The reasons have already been given in earlier discussions. However, psycho-physical hindrance as leader behavior of principals for male teachers in private schools bearing negative contribution to job satisfaction is a healthy sign. In case of government school teachers it had positive contribution working as motivational factor but in case of male private school teachers it works as a devastative factor for job satisfaction.

Esprit has emerged as positive contributor of job satisfaction for male private school teachers. It refers to teachers’ satisfaction with their social and professional needs.
It means that male private school teachers have high esprit and they help, support and work with each other as a team. They enjoy each other’s company and committed to their work as their esprit is high. Such a condition will have positive relations with job satisfaction, which is confirmed by the finding of the present study.

Intimacy as a group behavior characteristics of teachers indicate that they have strong support for each other. They have their close friends among their colleagues. In this kind of situation teachers emotional and psychological needs are met easily and satisfactorily. They get encouragement needed to function effectively they enjoy their friendly social relation with each other which can be effective for positive job satisfaction. These are all true for private school male teachers.

The fourth objective of the present research was “to determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of female private school teachers”. The results found partially fulfilled the said objective as adjustment, psycho-physical hindrance and controls dimensions of organizational climate emerged as significant contributors of job satisfaction. All the above said dimensions have positive contributions to job satisfaction of female teachers.

It is important to note that in case of male teachers of private schools also adjustment emerged as a significant contributor to job satisfaction. This is true for female teachers of private schools too, but in case of male teachers it contributed 59% variance while in the case of female teachers of private schools it contributed 33% variance to job satisfaction. It means that male teachers get satisfaction more because of adjustment than females. It may be simply because of the more male friendly school climate, culture and teaching ethos.
So far as dimensions of organizational climate are concerned controls, esprit, psycho-physical hindrances and intimacy emerged as significant contributors to job satisfaction of male private school teachers. Among them controls and psycho-physical hindrance were negative predictors, but in case of female private school teachers only psycho-physical hindrance and controls came out as significant but positive contributors of their job satisfaction. The percentages of variances by these two dimensions are almost equal in both genders but amazingly in males they are negative and in females they are positive contributors. Thus, esprit and intimacy work in positive way in male teachers, while in female teachers they do not have any role to play in their job satisfaction. It means that social needs of male teachers are well satisfied and they enjoy friendly social relations with each other in the school which are missing in female teachers. These two factors are involved in enhancing the level of adjustment of male teachers. Likewise, negative contributors of psycho-physical hindrance means that males seem to be dissatisfied with burdens of routine duties, teaching load and management demands put by the principals on them, whereas, females seem to be satisfied with these burdens. In the same way negative controls means that males feel the bureaucratic and impersonal behaviours of their principals as hindrance in their job satisfaction but females do not feel so. Rather they seem to add to their adjustment.

The fifth objective of the present research was “to determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male government school teachers.” The results found partially fulfilled the said objective as humanized thrust, esprit, intimacy dimensions of organizational climate and teaching attitude emerged as significant contributors of job satisfaction. However, among them
controls a dimension of organizational climate emerged as a significant negative predictor of job satisfaction.

If we compare the results of regression analysis of male government teachers with those of male private teachers, we shall find that adjustment has not emerged as a significant contributor in the job satisfaction of government school teachers. However, esprit has emerged as significant contributors in both the cases, though the percentage of variance contributed by this dimension is greater in government school teachers than private school teachers. Controls has also emerged significantly negative contributors in both the cases. In the same way intimacy has also emerged as significant contributor in both the cases, which means that the male teachers of both schools feel that their social needs are being satisfied and they enjoy a sense of accomplishment in their job. However, the percentage of variance accounted by this dimension is greater in government male teachers. It means that the climate of government school provides their teachers more enjoyment of friendly social relations with each other than private schools.

Humanized thrust which has not emerged as significant contributor in case of male private teachers has emerged as significant contributor in case of job satisfaction of government male teachers. It means that the behaviour of principal in government school is marked by his attempt to motivate the teachers of the school through personal examples which is appreciable. But in private schools perhaps because of hindrances of burdens in terms of psycho-physical hindrance it is absent from the climate of government schools making their male teachers more espirited.

Teaching attitude which has not emerged as significant contributor in case of male private school teachers has emerged as significant contributor in the case of male
government teachers 20\% variance in the job satisfaction of male government teachers is contributed by teaching attitude. This is also a positive factor in infusing in them positive feeling of liking for teaching profession and doing job in positive way. Thus, the teaching attitude in government male teachers perhaps works as adjustment factor. This finding was supported by the study of Garg (1983). Hence, the teaching attitude here is positively affecting the job satisfaction of male government school teachers.

The sixth objective of the present research was “to determine the influence of organizational climate, teaching attitude and adjustment on job satisfaction of female government school teachers.” The result found partially fulfilled the said objective as adjustment, psycho-physical hindrance and humanized thrust emerged as significant contributors of job satisfaction. If we compare the results of regression analysis of female government teachers with those of female private teachers we shall see that adjustment has emerged as significant contributor in both the cases likewise psycho-physical hindrance has also emerged as a significant contributor to job satisfaction of female teachers of both types of schools. However, controls has also emerged a significant contributor in case of private female teachers which means that the climate of private schools is characterized as an environment which is highly task - oriented at the cost of social needs and satisfaction which is not so in case of female government school teachers. A significant contributor to the job satisfaction of female government school teachers is humanized thrust which contributed 20\% variance in this case. This contribution is conspicuously absent from the climate of private schools of female teachers. This is important as it seems to work as a motivation rendered by the principal to female teachers of government schools. Thus, in nutshell the climate of government
schools seem to surpass in human factors in cases of teachers of both sexes than private schools.

The seventh objective of the present research was “to determine the difference between private and government school teachers on various dimensions of organizational climate”. The result obtained partially supported the above said objective as it revealed that significant difference was not found on all the dimensions.

On disengagement dimension of organizational climate, government school teachers scored higher as compared to the teachers of private schools. The results clearly pointed out that teachers of government schools are found to be more disengaged in their work than their counterparts. It shows that teachers of government schools have a greater tendency to be not in so much in gear of the task at hand as private schools are. They are more “not in it” than teachers of private schools. It seems that the climate of government schools is though loaded with human factors but is not so task-oriented as the climate of private school is.

On alienation dimension there was no significant difference between private and government school teachers. It means that the behavior patterns among the group including the leader (principal) are characterized equally as formal and impersonal in both type of school. In both types of schools principals’ go by the book and adhere to policies rather than dealing with teachers in an informal, face to face situation. It also indicates the emotional closeness or distance between the principal and the teacher is equal in both types of schools.
On esprit dimension no significant difference was found. It denotes that social needs of teachers of both types of school are equally met. In both schools teachers enjoy their job and their morale was found equally high.

Intimacy as an important dimension in the climate of each type of schools works on equal feeling as no significant difference was found between private and government school teachers on this dimension. It can be said that teachers of both types of school either private or government have had same feeling of intimacy between them. The teachers of both schools enjoy their friendly relations equally and they have their close friend among their colleagues. Another dimension was psycho-physical hindrance. On this dimension also there was not any significant difference. Hence, we can say that both teachers are having same feeling of psycho-physical hindrance.

On controls dimension significant difference was found between teachers of private and government school. Here teachers of private schools feel more controls of principals than the teachers of government schools. Although principals of private schools might be providing all the facilities and secretarial services to teachers but they might more emphasize on work than on personal relations. Therefore, the teachers of private school might feel more controlled over by their principals.

On production emphasis there was also a significant difference between private school and government school. Here private school teachers again had scored higher as compared to government school teachers. As discussed earlier that this behavior of principal of private schools are characterized by close supervision of the staff. He plays more the role of a “boss” than a colleague and companion. It is generally seen that
principals of private schools have more control on other teachers as teachers have to be on mercy and sometimes whims of principals for everything.

Significant difference was also found on the dimension humanized thrust. In this case also private school teachers had great mean score than government school teachers. This behavior is also concerned with the principals’ characteristics. Thus, in spite of negative characteristics of principals of private schools they have a very great characteristic of motivating the teachers through personal examples to the greater extent and at the same time they are more unmistakably task-oriented and do not ask teachers than they willingly give of them to the schools than the principals of government schools. Thus, it can be concluded that private school teachers perceive their school climate better than government school teachers as they scored higher on all the dimensions except disengagement. Their principals also seem to help them to improve the climate of their school. If any school is having good climate then it’s obvious that teachers will also have good adjustment, positive attitude and high level of job satisfaction.

The eighth objective of the present research was “to determine the difference between private and government school teachers on teaching attitude”. The result obtained fully supported the above said objective as it revealed that mean value of government school teachers is significantly higher than the mean value of private school teachers. Thus, it can be interpreted that the teachers of private schools possess comparatively more favourable attitude towards their teaching profession than their government counterpart because low mean scores on the scale show more positive attitude of teachers. Since, private school teachers are having good school climate thus, this may have positive effect on their attitude towards their job.
The ninth objective of the present research was “to determine the difference between private and government school teachers on adjustment.” The result obtained fully supported the above said objective as it revealed that the mean value of private schools is significantly higher than the mean value of government school. Thus, it may be said that the teachers of private schools are comparatively better adjusted than their counterpart. Chattopadhyay et al. (2002) found that subjects who were satisfied with their job reported higher job effectiveness and better social and emotional adjustment compared to those who were dissatisfied. Thus, adjustment works as an auxiliary factor in job satisfaction of teachers.

The tenth objective of the present research was “to determine the difference between private and government school teachers on job satisfaction.” The result obtained fully supported the above said objective as it revealed that the mean value of private school teachers was significantly higher than the mean value of government school teachers. Thus, it may be said that the teachers of private schools are having higher level of job satisfaction as compared to government school teachers. This may affect the performance of the school. Private schools are having better organizational climate than government schools. There were so many reasons behind the job satisfaction of private school teachers, including salary. In private schools people are getting higher salary. Taylor and West (1992) found that pay levels affect job satisfaction, reporting that those public employees that compared their salaries with those of private sector employees experienced lower levels of job satisfaction. Ayllaa and Zehava (1999) found in their study that private sector employees were more satisfied with their job if their pay level or fringe benefits are at a satisfactory level as compared to public sector employees who
stress the importance of other job features such as job conditions and their quality of work life etc. Buka (2005) also found in a study that private school teachers are more satisfied with their jobs as compared to their colleagues working in the public sector.

The eleventh objective of the present research was “to determine the difference between male and female teachers of private schools on various dimensions of organizational climate.” The results found partially fulfilled the above said objective as they revealed that the two groups i.e. male and female teachers of private schools differed significantly with each other on all the dimensions except disengagement, alienation and controls dimension.

On disengagement dimension male teachers of private schools scored higher as compared to female teachers. This is strange to note that though private school teachers as a whole are more satisfied with their goals, yet male teachers of the schools feel more disengaged than female teachers. Female teachers, somehow someway seem to be more engaged in their schools. In the same way likewise, on alienation dimension male teachers scored significantly higher than female teachers. Greater feeling of alienation among male teachers is not a good sign as it makes the individual aloof, segregated and disministered. Esprit was higher in female teachers than male teachers of private schools. It is obvious that since male teachers are more disengaged, alienated they will obviously be less espirited. However, these are the negative aspects of male teachers of private schools which should be looked into and addressed seriously.

On intimacy we can see that female teachers of private schools had more intimacy than male teachers. It is quite obvious that female teachers share their problem with each other and their best friends are their colleagues. While on the other hand male teachers
are found to be less intimate with each other because they might be having more friends from outside the school as they have more freedom to move too many different places and interact with people where they become friends. Thus, it can be said that they are less intimate with each other in the school as compared to female teachers.

On psycho-physical hindrance female teachers of private schools had higher mean scores on hindrance as compared to their male counterpart. As discussed earlier that hindrance is a feeling that teacher feel because of the burdens principals put on them with work or routine duties, management demands and other administrative requirements. Moreover, female teachers are more engaged in their work and hence feel more hindrances than male teachers.

On controls dimension there was no significant difference was found. The result can be interpreted in the way that both male and female teachers had same degree of controls of the principal. Nonetheless, same kind and degree of control is necessary for efficient work.

Production emphasis is another dimension of organizational climate which is principal’s behavior characterized by close supervisions of the staff. The result obtained on this dimension clearly indicates significant difference between male and female teachers of private schools and female teachers were found to have scored higher as compared to their male counterparts. The results obtained can be attributed that female teachers while receive close supervision and active direction from their principals as compared to male teachers. This is a good sign and fair sex should be treated fairly, which is true for the female teachers of the study.
The results obtained for humanized thrust dimension of organizational climate revealed significant difference between male and female teachers of private schools. These results indicate that female teachers get more motivation from their principals than male teachers of private schools. Female teachers are also treated more humanly and tender-heartedly than male teachers. These are all healthy indicators of a healthy progressive nation like India.

The twelfth objective of the present research was “to determine the difference between male and female teachers of private schools on teaching attitude.” The result obtained fully supported the objective as it revealed that mean value of male private school teachers was higher than the mean value of female private school teachers. Female teachers of private schools posses comparatively more positive attitude because lower mean scores on the scale shows better attitude. The results are as per the general belief that teaching is a noble, respectable and popular profession and hence is the best suited profession for girls and women. So, they have positive attitude towards teaching profession which will positively affect the performance of the schools as teaching attitude has a significant positive relationship with the job satisfaction of female teachers. Nayak, (1982), Som (1984) also observed that female teachers tended to be higher than males in their attitude towards teaching profession and pupils. Similar results were also found by Qureshi (1992),Gupta (2000) Farooqui (2001), Kaya and Buyukkasap (2005), Gurbuz and Kisoglu (2007), Lasek and Wiesenbergo (2007), Capri and Celikkaleli (2008) and Dodeen et al. (2003) who invariably found that female teachers had more positive attitude than male teachers.
The thirteenth objective of the present research was “to determine the difference between male and female teachers of private schools on adjustment.” The result obtained fully supported the above said objective as it revealed that the mean value of female teachers was significantly higher than male teachers. Being fairly treated and motivated by the principals and getting proper directions and guidance from them and also having more positive attitude toward teaching. As a result female teachers were being found better adjusted with school environment as compared to their counterpart. Moreover, it is often seen that females are better in social skills which help them to adjust in better ways. Goyal (1980) found that men and women differ significantly in their social adjustment.

The fourteenth objective of the present research was “to determine the difference between male and female teachers of private schools on job satisfaction”. The result fully supported the above said objective as it revealed that female teachers had scored significantly higher than male teachers. The results obtained can be interpreted that since female teachers perceive the school climate better, have positive attitude and better adjustment, they concomitantly have enhanced job satisfaction. A number of studies show that female teachers are more satisfied with their job as compared to male teachers. Singh (1974) found female teachers were found to be more satisfied than the male teachers. Similar studies were founded by Xin ma and Robert MacMilan (1999), Ali and Akhtar (2009), Akiri and Ugborugbo (2009).

The fifteenth objective of the present research was “to determine the difference between male and female teachers of government schools on various dimensions of organizational climate.” The results obtained partially fulfilled the above said objective as it revealed that only on some dimensions the significant difference was found.
Result obtained on disengagement dimension of organizational climate revealed significant difference between male and female teachers of government schools where male teachers had scored significantly higher mean score as compared to female teachers. The result found can be attributed that male teachers have lesser interest, willingness and concern for teaching resulting into greater disengagement towards their profession viz-a-viz their career as compared to female school teachers. Same results were obtained in private schools. It seems that male teachers as a whole barring the type of school seem to be detached from their schools, which is a reminder of perhaps not so good conditions including salary of schools. They need to be looked into seriously with the serious plans of enhancing the organizational climates of schools.

On the other hand alienation and espirit dimensions of organizational climate yielded no significant difference between male and female teachers of government schools. The results obtained on these dimensions indicate that both the groups of male and female teachers are having same feelings of alienation and espirit in government school. It is remembered here that in private schools male teachers were found to be more alienated than female teachers. If we look at the means alienation and espirit scores of male teachers of private schools and government schools we shall find that mean score of private school teachers is greater than that of government school teachers (e.g. tables 4.10 and 4.13). Thus, as a whole the teacher of government schools have greater degree of alienation and espirit which support the privatization policy of government. The privatization may be helpful in bringing back the teaching folk on the track.

Result found on intimacy dimension of organizational climate revealed significant difference between male and female teachers of government schools where female
teachers scored higher as compared to male teachers. Result obtained on this dimension clearly pointed out that female teachers enjoy their friendly relations with each other and are more intimately involved in their schools as compared to their male counterparts. This has already been discussed earlier.

Results obtained for psycho-physical hindrance, controls and production emphasis dimension of organizational climate revealed no significant difference between male and female teachers of government schools. The results obtained can be interpreted in the way that both the groups of teachers had same kind of feelings about their burdens of routine duties, administrative/management work, possess same kind of characteristics of leadership behavior and perceive their climate invariably more productive.

The result related to humanized thrust dimension of organizational climate show significant difference between male and female teachers of government schools. This result is similar to the result obtained in the case of male and female teachers of private schools. In both the cases females had significantly better humanized thrust than males. Therefore, the result obtained on this dimension has same value of attribution and causes concerned.

Thus, results of different dimensions of organizational climate related to male and female teachers of two types of schools are more or less same. However, in nutshell the organizational climates of both types of schools do not seem so conductive for males so far as the burden of extra work and engagement in other activities are concerned and more conductive for females so far as intimacy and humanized thrust are concerned.

The sixteenth objective of the present research was “to determine the difference between male and female teachers of government schools on teaching attitude.” The
result obtained did not fulfill the above said objective as no significant difference was found. However, the mean scores suggest that male teachers of government schools had more positive teaching attitude. Thus, male teachers though were more disengaged but had more positive teaching attitude than female teachers. This may work as a balancing or moderating factor for males. There are some studies which show that there is no difference between male and female teachers on attitude. Nazneen (1997), Edem and Anilan (2000), Hasan (2006), Hijazi (2008) and Sylvester (2010) found in their studies that there was no significant difference exist between male and female teachers on their teaching attitude.

The seventeenth objective of the present research was “to determine the difference between male and female teachers of government schools on adjustment.” The result found did not fulfill this objective as no significant difference was found between the two means. This result is different from the result of private schools where females had better adjustment than males (refer to table 4.11). However, in case of government schools though males and females did not differ significantly but both male and female teachers had much lower mean adjustment scores (refer to table 4.11) than their counterparts of government schools. Thus, poorer adjustment in male and female teachers in government schools seem to have a direct link with their school climates where male teachers were found to be more disengaged and alienated than female teachers.

The eighteenth objective of the present research was “to determine the difference between male and female teachers of government schools on job satisfaction.” The result found did not support this objective as there was no significant difference found between two groups. Male and female teachers were found to have same level of job satisfaction.
It seems that the government school teachers perceive their climate not very conductive because their principal’s behavior is not so spirited and intimate. This may affect the performance of teachers in negative ways. The finding was supported by Panda, Pradan and Senapaty (1996), Raj and Mary, (2005), Harris (2006), who did not found any significant difference between male and female secondary school teachers on their level of job satisfaction.