

RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB STRESS AMONG HIGH SCHOOL TEACHERS IN PUBLIC AND PRIVATE SECTORS

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Abstract

The fundamental reason behind directing the review is to examine the “Relationship between job satisfaction and job stress among High School teachers in Public and Private sectors”. The population of the study contained all the Public and Private High Schools of District Malakand. All the male teachers of Public and Private High Schools in district Malakand were target for the population of the study. Sample of 50 teachers from Public and 50 teachers from Private were selected randomly from the target population of Public and Private High Schools of District Malakand. The tools used were Teachers Job Satisfaction scaled questionnaire consisting 15 items and Teacher Stress Inventory questionnaire consisting 15 items. Data was analyzed through SPSS. Frequencies, percentages, and Means were used as descriptive statistics for organizing and summarizing data while “Correlation (Spearman's rho)” was used as inferential statistics to analyze data and get the results. From the findings of this research, it's clear that the majority of the teachers of Government High Schools in district Malakand were satisfied in teaching job, while the majority of the teachers of Private High Schools in district Malakand were not satisfied in teaching job. According to current study less the stress more the satisfaction in the prescribed jobs and vice versa. Furthermore, this study indicates that the ability of teachers to deal with workplace stress can be minimize by better handling physical and mental pressures at work and this can lead to an improvement in the level of optimistic moral ethics, job satisfaction, social and attitudinal results such as commitment and teachers' efficiency. The uplifting outlook of the head, understudies and partner helps a great deal in further developing the work fulfillment of teacher. The chief really must stay away from tyrannical way of behaving; he ought to be a decent manager, who finishes the work proficiently without harming the pride of the teachers. He ought to take on a directing way to deal with the issues of the teachers and never point at their flaws in public.

Keywords: Education Management Information System (EMIS), Government High School (GHS), Higher Education Commission (HEC), English as Foreign Language (EFL).

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1. Introduction

OZTURK (2001) said that education boosts people's understanding of themselves and world. It improves the quality of their lives and gives to common social profits for people and society. It also plays a very critical role in protecting economic and social development and improving the distribution of income. For evolution in economic, education is important. Hénard (2008) stated that the teacher's role in education system is central. He's almost the standard that sets the standard of the education system. The teacher decides whether there is attainment or failure in the system of education. Adams (2000) stated that someone once said that if you want to know the nature of the nation's people, Meet some teachers then and study their nature. The culture, after all is a replication of the teachers living in it. Teacher's support mend students into good human beings with an optimistic attitude, self-confidence and inspiration to follow quality School Teachers are highly accountable for the future of the learner. Sahito and Vaisanen (2017) explored that the satisfaction of teachers has gained great significance in literature related to education. If teachers are happier, they would be able to concentrate on the successes of students, provide them with sufficient guidance, which in turn leads to better overall performance of teachers, but also of students, which are the ultimate objective of educational institutions. Teachers who wish to leave the occupation are not pleased with the student's accomplishments, while those who remain are satisfied with the student's achievements. George (2008) stated that satisfaction with jobs is the mixture of "Job" and "Satisfaction" in two words. Employment satisfaction is a collection of emotions and opinions of people about their present jobs. Fulfillment among individuals can differ from outrageous fulfillment to outrageous disappointment. As per hypothesis given by Andrew and Whitney (2004) the role of the teacher is a critical field of research, many studies have shown that job satisfaction affects the satisfaction of general life; they have reported that general life is an important influence on a teacher's psychological health. This is turning an impact on teachers' job performance. Darboe (2003) stated a profession is not only life-sustaining, but life-enhancing and enriching because most individuals want to do job even after their financial

desires are fulfill, meaning that working meets different needs for most individuals, for example a desire for appreciation, accomplishment, or the enjoyment of working with other individuals.” According to Beehr and Newman (2011) “.Work pressure is a state that outcomes from individuals' relationship with their work and qualities of modifications inside people that make them diverge from their typical daily practice. Harvey (2010) described stress as the force exerted on an individual causing tension, it is described as demand generating threats to alter. Stress is by and large characterized as the psychological or actual response towards an occasion, thought or boost, mentioned to occupational stress as “The response people might have when presented with jobs and pressures that are not in line as far as anyone is concerned and abilities and which test their capacity to manage”. According to Kyriacou (2001) Teacher stress can be characterized as a teacher's insight of pessimistic sentiments, like bothering, nervousness, disappointment or despondency, emerging from some component of their instructing job. Teacher stress can likewise incorporate unfriendly close to home experience related with the degree of weight and prerequisites, as well as the degree of difference between these necessities and his/her fitness to deal with those necessities. Griffiths & González (2000) said in today’s situation .i.e. 21st century, the nature of work changes in a bulk of eye. Conceivably now like never before previously, job stress has been a significant risk to health of the worker and thusly giving a misfortune to organize. People go over numerous conditions, some of which work for us as a wellspring of inspiration and a purpose hardships. Stress in our general public can't be stow away. It is the normal impression of day to day existence. We all experience stress to some stretch out in some structure. Job-related stress happens when there is a distinction between the necessities at work and the limit of the specialist at a given time.

1.1 Statement of the Problem

Stanton & Young (2009) stated that instructing is an exceptionally noble calling. The outcome of any country at last relies on its understudies and the way in which they are getting schooling. It is beyond the realm of possibilities that a

teacher under stress, with a feeling of disappointment with the job will create great understudies. Absence of worry towards teacher's issues and issues is maybe because of less mindfulness and grasping about them. The review is in this way leading so as to illuminate the "Connection between job fulfillment and job stress among Secondary School teachers in Public and Private areas"

1.2 Objective of the study

The objectives of the research are to:

1. To analyse Job satisfaction among Public and Private High school teachers
2. To analyse Job stress among Public and Private High school teachers.
3. To find out the "Relationship between job satisfaction and job stress among High School teachers in Public and Private Sectors."

1.3 Hypothesis of the Study

1. H₀ = There is no significant relationship between job satisfaction and job stress

among Public School teachers.

2. H₀ = There is no significant relationship between job satisfaction and job stress

among Private School teachers.

1.4 Significance of the Study

The review is of importance for the scholastics, analysts and organizations. The review adds to the existing collection of information by giving a knowledge of the relationship between job stress and job fulfilment among School teachers. Globalization has gotten huge changes working circumstances accordingly lead to different issues and issues for representatives. The review will assist with getting mindfulness about the issues and issues looked at by teachers at work place that will be of gainful for organizations and establishments to form methodologies that will sponsor fulfilment level, limit job stress and keep a healthy work life, at last improve organizations viability and productivity. The review is likewise vital for specialists as it gives an initial step drive to additional examinations

1.5 Delimitation of the Study

The current study was delimited in the following feature:

The audit is of significance for the scholastics, experts and organizations. The survey adds to the existing assortment of data by giving information into the relationship between job stress and job satisfaction among School teachers. Globalization has gotten tremendous changes working conditions in like manner lead to various endlessly issues for agents. The survey will help with getting care about the endless issues looked at by teachers at work place that will be of profitable for organizations and foundations to frame systems that will support satisfaction level, limit job stress and keep a healthy work life, finally further develop organizations practicality and efficiency. The audit is similarly imperative for experts as it gives an underlying step drive to extra assessments

2. Literature Review

2.1 Job Satisfaction

Bono & Patton (2003) stated a generally concentrated factor in business, organization and training is work fulfillment. It has been characterized as a singular disposition concerning how well the results connect with individual assumptions at work. In this way what makes a work satisfying or unacceptable depends not simply on the pith of the actual job, yet additionally on a singular's perspectives on what their job can give. The job fulfillment of teachers is the feeling of satisfaction emerging from routine undertakings at work. It is basic because it influences the achievement, dedication, nonattendance, physical and emotional well-being, and general welfare of teachers.

Caprara (2001) expressed that in their jobs, numerous teachers track down private satisfaction. Teachers say that business fulfillment is obtained from the quintessence of routine homeroom occasions, for example, cooperating with understudies, creating accomplishment for school children, working with positive friends, and the entire school climate. Teachers who are discontent with their work are less committed and are at a more serious gamble of leaving the place of employment. Skaalvik and Skaalvik (2011) investigated that feeling fulfillment is a multi-layered peculiarity that can be formed by a few factors that are private, social and relevant. Genuinely, the feeling of fulfillment conveyed by showing specialists can influence their own and social ways of behaving and thus their

exhibition. Afshar and Doosti (2013) they examine that the rationale of work fulfillment in teachers will expand the result of teachers. In their examination, comparative with unsatisfied teachers, they viewed cheerful teachers as fundamentally better entertainers. Robbins and Timothy (2007) stated that work fulfillment is depicted as a hopeful inclination around one's work resultant from an evaluation of its highlights. In the field of work brain science, job fulfillment of teachers is depicted as the feeling of teachers to their job or their educating job". To work on the worth of work and how many products, endeavors are made to accomplish the greatest result by fulfilling the workers at work with negligible info. Mechanical instruments and frameworks are not an assurance of better merchandise. Just the workers have the fundamental effect.

2.2 Sources of Job Satisfaction

Field (2008) stated numerous job parts add to job fulfillment. Wage structure, nature of jobs, progression of valuable open doors, and consistency of oversight, work gathering and working status are the most huge among them.

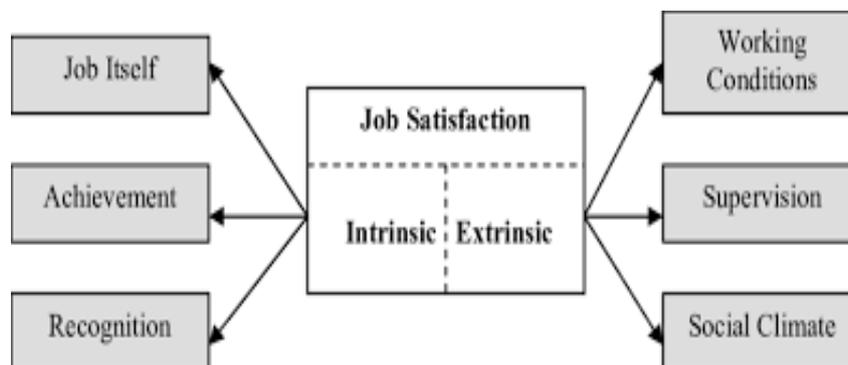


Fig 1.1 Sources of Job satisfaction

2.2.1 Determinants of Job Satisfaction

Employment satisfaction is both intangible and multi-variable. A variety of causes affect employee satisfaction at work. They can be divided into two classes, such as organizational variables and personal variables. Below, they are discussed:

2.2.1.1 Organizational Determinants

A variety of variables in the company decide the employee's work satisfaction. Organizations will improve job satisfaction through the proper arrangement and management of certain factors listed below:

- 1) **Wages:** Wages are the monetary benefits from the job that a worker receives. They accomplish the needs of an employee. An acceptable reward is anticipated by all. The pay should be rational, equal and reasonable. If a worker believes that the compensation is reasonable and equal, satisfaction is produced.
- 2) **Nature of job:** The nature of one's job has a critical effect on job satisfaction. Jobs that are demanding and have potential for greater freedom, including the use of knowledge, expertise and abilities, result in work satisfaction. Boredom, discontent and failure and a poor selection of tasks contribute to job dissatisfaction.
- 3) **Working condition:** To encourage a worker to use the necessary time in the workplace, good working conditions are required. Security and convenience drive a worker to work. Poor working conditions may contribute to the feeling that one's health is at risk. Working conditions thus decide the degree of work satisfaction of an employee.
- 4) **Organizational level:** Job satisfaction determines the degree at which an employee is working. Jobs are regarded as prestigious at a higher level. Employees working in these positions show a higher level of job satisfaction than those working in lower-level.
- 5) **Opportunity for promotion:** Promotion is an accomplishment in life; it indicate to a greater pay and benefits and more transparency, strength, freedom and position. It offers rewards that are both financial and non-monetary. Chances for promotion thus assess the level of employee satisfaction.
- 6) **Working group:** A popular phenomenon is the presence of groups in an organization. To interact with others is normal for human beings. The satisfaction that an individual originates from his relationship with the group depends primarily on his relationship with other members of the group, group dynamics, group cohesion and his own need for membership.
- 7) **Styles of leadership:** The superior's leadership style often influences the degree of an employee's satisfaction. A democratic leader who supports

fellowship, respect and warm employee relationships increases work satisfaction. On the other hand, a low degree of job satisfaction is expressed by workers employed under authoritarian leaders. Transactional and transformational leaders among their subordinates are discovered to have encouraged job satisfaction. Likewise, charismatic leaders among their subordinates have often encouraged job satisfaction.

2.2.1.2 Personal Determinants

A variety of personal variables decide an employee's work satisfaction. Below, they are stated:

- 1) **Personality:** Psychological condition is influenced by causes like vision, attitude and learning, which in turn decide an individual's personality. Therefore these variables check the individual's satisfaction. An employee with a negative attitude towards his work becomes uninterested in it. It is possible that he will show job frustration. Therefore, one's character decides whether somebody is pleased with his profession or unhappy with it.
- 2) **Age:** A major factor of work satisfaction is age. Younger staff who have greater degree of energy are expected to be more satisfied. As workers become older, levels of aspiration rise. Not capable to achieve these expectations, he feels sad. The link between workers age and work satisfaction is complicated and interesting. According to Organ (2001) people start a work with idealistic assumption about what they are to get from it. With passage of time, they understand that reality falls far short of their apparent expectation, and become disappointed. They begin to build and analyse more realistic perceptions for their work from more optimistic perspectives. This optimistic appraisal generates higher work satisfaction. Older workers, thus, may be more happy workers as well.
- 3) **Education:** Education offers a chance for the personality of an individual to grow. It increases the understanding, visualization, judgment, comprehension and common sense of individuals. Persistence, logic and reasoning capacity are possessed by highly educated workers. They can comprehend a situation and judge it positively. Employees with a higher level of education, however

have higher work standards. When qualified individuals are working in lower-level occupations, displeasure would be greater.

4) Differences between genders:

The gender and race of a worker also effect work satisfaction females are more probable to be satisfied than their male colleagues even if they have minor occupations. This is because females have lower levels of hopes. Charries N. Weanch (2001) analysed the gender gap in job satisfaction, set up that there is no substantial difference in job satisfaction when men and women are similarly influenced by determining factor of job satisfaction such as incomes, reputation and administrative roles. For example, a woman put in a prominent location, obtains the same satisfaction as a man in a similar location.

2. 3 Relationship between Job Satisfaction and Work place

Murphy& Smith (2001). The location is where the staff spends their working hours. Rural teachers were viewed as less satisfied than suburban teachers as to school location. Urban school teachers have considered their jobs more dependable and true and are more satisfied with the offices than rural school teachers. Conversely, with rural environments, scientists have analyzed more elevated levels of work satisfaction in urban training experts. In urban regions representatives much of the time have more job possibilities, better schools, transport administrations, better compensation, higher height, and more prominent opportunities for spousal work. Then again, family-situated environments, lower crime percentages, relaxation access and expanded personal satisfaction can be given by rural settings and more modest networks. Proficient partition and deficiency of chances for proficient progression have turned into the most generally announced disadvantages of rural settings. Ongoing advancements in broadcast communications and online intuitive networking anyway will lessen sensations of estrangement and increment the level of rural job satisfaction in the future.

Oshagbemi and Worrell (2000) found that dissimilar to the people who bounced from one establishment to the next, the general work satisfaction of

teachers who stayed in one organization expanded emphatically with educating experience. Also, the general degree of job satisfaction of the people who stay in one establishment was reliably higher than the comparing levels of job satisfaction of workers who have changed their foundations inside the initial decade. The best mediators of work satisfaction for teachers in Pakistan have been viewed as school notoriety and working circumstances. The following huge indicators were the foremost management style and colleagues connections. The sort of leadership in schools is typically positive for teachers in Pakistan. Teachers are discontent with the place of the school and around 66% of teachers say that they have a low social status.

2.4 Job Stress

Duquette & Melanie (2006) viewed as either straightforwardly or in a roundabout way a wellspring of various pressure related sicknesses. Stress is generally ignored by people in a situation to deal with it Work trouble, relationship with coworkers, position conflict, job shakiness, discipline issue, time pressure, unfortunate working environment, confidence, deficient help from companions, family and low-inspiration colleagues are reasons for pressure among teachers. Research likewise shows that the turnover of teachers (the exit of teachers from their showing occupations) has turned into a worldwide issue. As per Isewell & Jepson (2004) teacher stress, depicted as the act of a teacher's work causing unfavorable sentiments. It is contrarily connected to teachers' presentation and positively connected to powerless teacher-understudy connections and low teacher effectiveness levels. The impacts for teachers of work-related pressure are serious and may incorporate burnout, bitterness, diminished results, truancy, low degrees of job satisfaction, and in the end the choice to leave the occupation. Kyriacou (2002) and Xanthopoulou (2007) observed that unmotivated understudies, keeping up with discipline in the homeroom, time limitations and workload prerequisites, the tremendous number of changes in the school framework, openness to evaluation by others, debates with organization and school management, absence of school gear and deficient working circumstances were the critical reasons for teacher stress regarding outer stressors. Cooper (200);

Dewe and Spector (2001) investigated that job endlessly pressure have comparable highlights aside from that it happens in the circle of one's work environmental factors. work pressure is the whole of elements experienced in comparative with work that influence the worker's mental, social and physiological state; the singular variable is known as a stressor, and stress is the response of the singular worker to stressors.

2.4.1 Factors Causing Job Stress

Gray (2008) and Wilson (2002) stated the causes of job stress in teachers contain Weak atmosphere for jobs, Reduction of social respect for the occupation, Lack of central government funding and lack of support, deprived students behavior, Bad relationships at work, work burden, routine work, low salary and a shortage of adequate capitals. A research by Hart, Walsh & Stough (2001) stated that, Work stress has been shown to be connected to negative emotions and behaviours, such as turnover, fatigue, general tension, anxiety, and poor well-being. There are various factors causing stress and these are: individual factors, organizational factors, environmental factors which are as follow:

2.4.1.1 Individual factors

1) **Family problems:** Family conflicts impact individuals' personal lives. A rigorous married partnership, spousal discipline and safe children contribute to individuals' joyful private lives. They enjoy life and become confident in their actions, so they are less stressed. Bad marital relationships, breakup of families, problematic children, elderly parents, early death of spouses or other close family members are some of the causes for an individual's more stress.

2) **Economic problem:** The key cause of stress is economic difficulties. Poor personal finance management, heavy family spending, continuous request for cash, reduced income earning ability and slow fiscal progress in one's workplace are some of the economic causes that are accountable for higher stress.

3) **Role demand:** Individuals play many roles in their private, social and organization life. They play the roles of a husband or wife in their private life, father or mother, brother or sister and so on. In their social life they play the roles of members of a club, informal communal groups, recreation groups etc. likewise

in organization, workers play the role of supervisor, subordinate, co-workers etc. all these roles are the causes of stress.

2.4.1.2 Organizational factors

1) **Working conditions:** Employees are exposed to greater stress in poor working conditions. Crowded workplaces, heat, noise, polluted air and so on are some of the working conditions that contribute to more stress.

2) **Organizational task:** Organizational activities are structured to accomplish goals and objectives. Poorly crafted tasks contribute to greater stress. Task independence, task interdisciplinary, task burdens and task overload are some of the factors of organizational tasks that become potential reasons for stress if not properly designed.

3) **Structure of organization:** As pointed out previously, the organisational framework is structured to promote the involvement of individuals in achieving organisational objectives. Definite features of design like specialization, centralization, line and staff relationship, and organizational communication can together create stress in organization. For example, the executive is required to handle a large number of subordinates and consequent relationships over a longer management cycle.

2.4.1.3 Environmental factors

1) **Politics:** In parliament, the political party in power enacts legislation which represents its ideology. Every government-forming political party wants to either pass new laws and regulations or bring in changes to current ones.

2) **Economics:** This involves earnings levels, demands and supply etc. changes in these aspects make new demands on both the organization and employees. This produces stress if the workers are incapable to adjust to the novel situation. For example, increased price levels create pressure on employees' income levels, leading to stress.

3) **Social, cultural and ethical environment:** Social factors impact employee lifestyles. Some social interventions, such as health safety, public organizations and social groups, minimize employee stress. Potential stress factors are certain

sociological variables such as race, sex, social status, gender, etc. and social aspects such as values, customs and traditions.

2.5 Sources of Teacher's Stress

Forlin (2001) stated in various contexts, job stress experienced by teachers can usually be clarified as a dynamic emotional phenomenon affected by multiple variables. Such factors lead to the quantity of tension teacher's face in their profession. It may also differ based on personal, psychological and contextual from one person to the other. Travers (2001), believed that, in general adverse situations in which teachers work cause them to do their work inappropriately. Teacher's age, tenure, marital status, tenure, gender, situation of the classroom, teacher's nature, student's personal and social characteristics, relationship with supervisors, student's parents, the environment, grade level of teaching, financial status, and deviancy in curriculum are not all but some of the features causal to the level of stress and its symptoms. Travers (2001), Mentioning the work of other professionals working on the related topic, highlighted that teaching is directly influenced by inappropriate baseline variables, causing stress. Such basal elements contain "insufficient school constructions and apparatus, disagreeable work atmosphere, deprived physical working settings, classroom sizes and noise levels". Study by Cope (2003) and Idris (2011) showed that, Work position conflict, the situation, work overload, dull work, working relations, absence of communal support and absence of career growth chances have been found to be the dominant causes of job stress. The above mentioned variables serve as catalysts for the work stress experience.

2.6 The Effect of Tenure on Teaching Stress

Travers (2001) found that in every working environment, job safety has been the fear of every worker. The labor force usually has a requirement to guarantee permanent employment and not to be short-listed in problematic conditions for occupation loss. Teaching occupation is not an exemption and people employed in the field find the aforementioned aspects as chief causes of stress. Nowadays, there is a massive importance on the skill and capability of teachers, therefore in the competitive teaching market, the risk of being

discharged and fired increases the degree of teacher stress. Veronica (2011) reported that academics without tenure had significantly lower job satisfaction compared to their tenured counterparts. Sighted the correlation between stress and job satisfaction, tenure may also play a role in the degree of stress, as mentioned earlier. Mathieu & Zajac (2000); Meyer et al., (2002); Suliman & Lies, (2000) concluded that older employees see their past years of service to the company as an investment, and they would have the psychological barrier that switching from one position to another will be more difficult for them. Therefore, long-service personnel often develop affective attachment to their company; they appear to be more loyal to the organization.

2.7 Association between Job Satisfaction and Job Stress

Dehghan and Neishabory (2012) preserved that stressful teachers demonstrated weak work satisfaction levels and had a greater wish of departure from profession. In the research conducted by Jepson and Bong (2005) claimed that pleased teachers build good organizations relationship and have well outcomes. Work stress and happiness are normally personally practiced, but they are known to have joint effects on the whole community. Satisfaction in teaching is normally personally felt; however, teaching is not a career to be performed in isolation; and demographic characteristics such as sex, age, married position, tenure, and working background are therefore portion of the broader socio-cultural setting that can affect teacher occupational satisfaction. Veronica (2010) searched into among university teachers the degree of work satisfaction. She examined 70 teachers in her study and found that, an inverse association existed between stress and work satisfaction. Additionally, high level of satisfaction and low level of stress were recorded by male teachers.

Baghbani and Neishabory (2012) in the context of Iran, exploring the impact of the stressed moods of teachers on occupation, in results it was observed that work tension was a causative element to the degree of work satisfaction. Nadeem & Abbas (2009) to examine the association between job life and job satisfaction, a study was conducted in Pakistan. Through a questionnaire, Facts and figures were obtained from 156 government and private sector workers. The research findings

indicate that work stress is negatively correlated to stress at work, interfaces between family and work, and work conflicts. The overload of work does not affect occupation satisfaction. There is a direct association between job sovereignty and happiness at work. The study was conducted by khattak, & Iqbal (2013) to study the association of work satisfaction with role clash and influence with job stress as mediator variable in private banking sectors worker in Pakistan. Data is obtained through a questionnaire from 320 workers. Statistics show that role conflict has a direct association with occupation stress and inverse association with occupation satisfaction.

Jepson & Chaplain (2005) found that teacher's job is a demanding task and work stress have an important impact on the performance of teachers, occupation preferences, corporeal and emotional wellbeing, and overall occupation satisfaction. Many teachers find personal pleasure with their job, but work happiness undergoes from high anxiety due to students' behaviour and teaching requirements. However the teachers 'stress can be better by school strategies, help from coworkers and school head, and a sense of cooperative effectiveness; that is, the perception of teachers that school workforce can work together effectively as a group to improve student learning and behavior. Briones, Tabernero and Arenas (2010) were sampled 70 secondary school teachers from different social contextual, in Madrid and Almeria, Spain. The purpose of research was to found the effects of numerous demographic and psychosocial elements elaborate in teacher's job satisfaction. Findings of the research exposed that self-efficacy, perception of emotional tiredness and own accomplishment, also help from coworkers and principal play significant role in teacher's job satisfaction. The researchers established that anyone whose psychosocial well-being was bad would most likely be unhappy with their approach to their job obligations.

Song & Adu (2013) stated that teacher troubles are typically viewed as shortcomings or inadequacies that occur within an individual. Likewise, role conflict, tension, personal growth, professional growth, morality also personal and occupational goals are issues in an individual that can be bases of displeasure.

Researches have also showed that teachers have to deal with problems in the classroom on a daily basis, which can be a source of occupation displeasure in the affected teachers.

3. Research Methodology

It is stated by Bryman and Bell (2007) that design of the research offer framework for gathering and investigation of the data. The choice of suitable research design showed judgment on the priority given to the range of process steps and instruments. The current research is in the form of a quantitative research study. In order to analyses the relationships between variables in a research, a quantitative analysis research uses hypothesis analysis, arithmetical data, objectivity and hypotheses/research questions. As the current research intended to conclude whether statistical and realistic meaningful associations between work stress and job satisfaction, therefore this design is acceptable.

A quantitative, cross-sectional study scheme is suitable. Hence the quantitative cross-sectional research study design was most suitable to the time restrictions of the teaching professional situation.

3.1 Population of the Study

The population of the study contained all the Public and Private High schools of District Malakand. There are total 80 (male 50 and female 30) (EMIS, 2018-19) High schools in District Malakand. All the teachers of Public and Private High Schools in district Malakand were target for the population of the research.

3.2 Sampling of the Study

Stratified random sampling technique was utilized for this study. According to Wellman and Krugar (2001), this technique provides each member of target population equal chance of selection as a sample. Bryman and Bell (2007) concluded that this is free of biasness. A sample of 100 (50, Public; 50, Private) high school teachers were chosen.

3.3 Instrument of the Study

The methodologies, techniques, and approaches (such as a survey, discussion, surveillance, documentation, inventory or gradation system, etc.) employed by the

investigator to gather information from the research participants of the inquiry are referred to as research instruments, and the entire course of gathering data is known as instrumentation. Instrumentation encompasses not just the curation or structure of the instruments/techniques, but also the protocols and circumstances by which they were implemented.

3.4 Data collection and Analysis

Bryman and Bell (2007) determined that surveys are used when the investigator needs gathering opinions of respondents from a vast population. Meanwhile the goal of the research was to gather and quantify, the survey method was suitable. Questionnaires were distributive. Teachers were then asked to read the statement carefully and mark one box in front of each statement to show the level of agreement or disagreements and informed the contributors that they were allowed to query any questions about the study at any time. All answers were well-kept as anonymous. The collected data were tabulated, analyzed and interpreted. Data collected through questionnaire was analyzed by using IBM SPSS software (Version 19). The Frequencies, Percentages and Mean were used as descriptive statistics for organizing and summarizing data while “Correlation (Spearman's rho)” was used as inferential statistics to analyze data.

4. Results of the Study:

4.1 Group descriptive statistics relating to items of Teachers Satisfaction Scale

Table 1.2

S/N	Questions	Public School	Private School
		Means	Means
1	In most ways, being a teacher is close to my idea.	1.9	2.4
2	As a teacher, my working environment is outstanding.	2.1	3.8
3	I am satisfied to be a teacher.	2.3	4.0

4	I have gotten the important stuff I want from being a teacher so far.	2.2	3.9
5	I would change almost nothing if I could choose my profession again.	2.1	3.8
6	I obtain adequate information to efficiently conduct my work.	2.0	2.3
7	I	2.2	3.7
8	I am frequently consulted by my managerial superiors regarding matters that have a direct impact on me.	1.6	3.8
9	In contrast to other priorities in my life, my profession is extremely important.	2.0	2.4
10	When faced with difficulties involving parents or students, my administrative leader readily provides me with the assistance that I require.	1.6	2.3
11	When faced with difficulties involving parents or students, my administrative supervisor readily extends the support and assistance necessary for resolution.	1.7	2.2
12	I find my life really rewarding at present.	2.1	4.0
13	I currently find my life quite enjoyable due to my job	1.7	3.8
14	My life is currently very hopeful.	2.2	3.6
15	I must say, all in all, that I am extremely satisfied with my career.	2.3	4.0
Average		2.1	3.6

For the teachers of Public Schools the mean value for the scale of Satisfaction is 2.1, the respondents are agree with the given statements of the scale, so we conclude that majority of the Public school teachers are satisfied from their job. For the teachers of Private Schools the mean value for the scale of Satisfaction is 3.6, the respondents are disagree with the given statements of the scale, so we conclude that majority of the teachers of Private High Schools are not satisfied from their job.

4.2 Group Descriptive statistics relating to items of Teacher Stress Inventory

Table 1.3

		Public School	Private School
S/N	Statements	Mean	Mean
1	I can't guess what will be expected of me tomorrow at work.	4.0	2.1
2	The nature and responsibility of my professional is unknown to me.	4.2	2.2
3	I am not sure what the parameters for measuring my performance really are.	4.4	2.0
4	I find that I have extra work beyond what should usually be expected of me.	4.2	1.7
5	The success standards are too high for my profession.	2.0	2.0
6	Without proper authority to carry it out, I am granted too much responsibility.	4.2	2.2
7	Am I able to effectively communicate the requirements of my occupation to others?	2.0	1.7
8	I have to work under vague directive	4.3	2.0
9	I find my life very boring at present.	4.2	2.2
10	I get a lot of tension from trying to complete reports and paper work on time	2.2	1.7
11	I notice that dealing with students' disciplinary issues bring a lot of stress on me.	2.2	2.1
12	Keeping up with ever-evolving professional standards can be a significant source of stress.	2.3	2.2
13	When I require a conversation, my administrative head is prepared to lend an ear.	2.4	2.1
14	At this present moment, there is an abundance of hope coursing through existence	4.2	1.8
15	I do my Work under tense circumstances.	4.1	2.0
Average		3.6	2.0

For the teachers of Public Schools the mean value for the scale of Stress is 3.6, the respondents are disagree with the given statements of the scale, For the teachers

of Private Schools the mean value for the scale of Stress is 2, the respondents are agree with the given statements of the scale, so we conclude that majority of the Public school teachers are not stress from their job. While majority of the Private school teachers are stress from their job.

4.3 Hypothesis Testing

4.3.1. H₀ = There is no significant relationship between job satisfaction and job stress among Public School teachers.

Table 1.4

Co-efficient of Correlation between Job Stress and Job Satisfaction

S/N	Variables	N	Correlation Coefficient	P-value	Level of significance
1	Job Satisfaction	50	-.587**	.003	Significant at 0.01 level
2	Job Stress				

Table 1.4 ($r = -.587^{**}$ P-values= 0.003) indicates that there is negative correlation between variables at the level of $p \leq 0.01$ level of significance so, the null hypothesis is rejected and accept the alternate hypothesis.

4.3.2. H₀ = **The correlation between job satisfaction and job stress among Private School teachers is negligible.**

Table 1.5

Co-efficient of Correlation between Job Stress and Job Satisfaction

S/N	Variables	N	Correlation Coefficient	P-value	Level of significance
1	Job Satisfaction	50	-.626**	.003	Significant at 0.01 level
2	Job Stress				

Table 1.5 ($r = -.626^{**}$ P-values= 0.003) indicates that there is negative correlation between variables at the level of $p \leq 0.01$ level of significance so, our null hypothesis is rejected and accept the alternate hypothesis.

5 Conclusion of the Study

The aim of this research was to study the level of stress, satisfaction and relationship between job satisfaction and job stress among High School teachers in Public and Private sectors of district Malakand. In most occupations, the occurrence of stress in the workstation is definite. As the tension of the workers rises, it affects the employee's performance on the work and wellbeing across the organizations. Teachers faced stress due to heavy amount of work, time pressure, deprived job setting and students' behavior etc. from the findings of this research, it's clear that the majority of the teachers of government high schools in district Malakand were satisfied in teaching job, while the majority of the teachers of private high schools in district Malakand were not satisfied in teaching job. According to the current study, there is negative relationship between job stress and job satisfaction, less the stress more the satisfaction and vice versa. The workload and ambiguity should be less for more job satisfaction, misconduct of the students and bad affiliation with coworkers and Head teacher are the causes of discontent that should be stopped. Good salary, job security and promotional chances for more job satisfaction of the teachers should be done. In order to maximize work satisfaction, the institutional head should be supportive, nonaligned and problem-solving with teachers. The teacher should be genuinely polite, willing to share their thoughts, not afraid to speak with others. Teachers should be involved in life and they should feel active and innovative.

6 Recommendations

The researchers recommends following recommendations based on findings of the result.

1. For better understanding and generalization of findings on work stress and job satisfaction of teachers in KPK schools, advance research can be carried out with a broad sample size.

2. It is possible to do a related form of research on teachers in other provinces of Pakistan.
3. A similar form of research can be carried out on primary school, secondary school, higher secondary schools, college, and university teachers (both private and government) in Pakistan.
4. Inferential research on work tension and job satisfaction can be carried out on headmasters and principal of all kinds of schools in Pakistan,
5. Furthermore, this study indicates that the ability of teachers to deal with workplace stress can be minimize by better handling physical and mental pressures at work and this can lead to an improvement in the level of optimistic moral ethics, job satisfaction, social and attitudinal results such as commitment and teachers' efficiency.
6. The optimistic disposition of the principal plays a crucial role in enhancing the contentment of his employees. Hence, it is imperative for the principal to refrain from authoritarian conduct; rather, he should embody the qualities of an adept leader who effectively delegates tasks without undermining the honor of the educators. In dealing with the mistakes of his subordinates, he should adopt a mentoring approach and avoid publicly calling out their flaws.

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