

1 OCCUPATIONAL STRESS AND JOB SATISFACTION AMONG 2 NURSE EDUCATORS IN AHMADU BELLO UNIVERSITY,ZARIA.

3 **ABSTRACT**

4 *This research was carried out on occupational stress and job satisfaction*
5 *among nurse educators in Ahmadu Bello University, Zaria with the aim of*
6 *identifying the type of stress nurse educators encounter in their work,*
7 *determining the influence of level of education on the stress encountered,*
8 *identifying the satisfaction nurse educators derive from their job. The study*
9 *population includes nurse educators. A cross sectional descriptive survey design*
10 *was used with a sample size of 185 respondents. A multistage sampling and*
11 *simple random sampling technique was used where nurse educators were*
12 *stratified based on their ranks. Well structured open and close-ended*
13 *questionnaires which consist of five sections were administer using a specific*
14 *formula, information obtained were analyzed and represented in frequencies*
15 *and percentages on statistical tables. The result of the findings showed that*
16 *majority of nurse educators the stress of insufficient teaching facilities i.e*
17 *42.62% (104), the influence of level of education on stress encountered is that*
18 *of positive influence i.e 90% (144), respect and recognition for job is the*
19 *commonest factor that enhances respondent's job satisfaction 28.71% 960)*
20 *and the satisfaction derived by respondents is that of impaction of knowledge*
21 *on junior/student nurses. Conclusively occupational stress is high among nurse*
22 *educators due to insufficient teaching facilities and thus negatively affect their*
23 *satisfaction. Therefore it is recommended that teaching facilities should be*
24 *provided as well as working holidays so as to reduce job stress and thus*
25 *enhance satisfaction*

26 **Keywords.** occupation, stress, job, satisfaction, nurse educator.

27 **INTRODUCTION**

28 Occupational stress is a major hazards for many workers especially nurses
29 and nurse educators. Stress is a term that is widely used in everyday life with
30 most people having appreciation about it meaning, it is commonly believed to
31 occur in situations where there is excessive pressure being placed on someone.
32 Occupational stress can then be defined as the physiological and emotional
33 responses that occur when workers perceive an imbalance between their work

34 demands and their capability and/or resources to meet their demands. Stress
35 response occurs when the imbalance is such that the workers perceive they
36 are not coping in situations where it is important to them to cope. Increase
37 workloads downsizing, overtime, hostile working environment and shift work
38 are just a few of the many causes of stressful working conditions (Occupational
39 Stress Factsheet 2006).

40 The term "Job Satisfaction first was describe by Hoppock 1933 who
41 observe that job satisfaction is a combination of psychological, physiological
42 and environmental circumstances that cause a person to say "I am satisfied
43 with my job". While there have been many debates on the concept of job
44 satisfaction, in most studies it is described as how people feel about their job
45 and it different aspects. It is the extent to which people like (satisfaction) or
46 dislike (dissatisfaction) their jobs. Job satisfaction is necessary in nursing as it
47 improves the quality of care and also provides effective transfer of knowledge
48 in the part of nurses educators. Achievement recognition, advancement,
49 responsibility and growth in the job are sources of job satisfaction (chinweuba ,
50 2007)

51 Nurse educators are people who help individuals or students nurses to
52 discover, develop and make use of their inner abilities, potentials and
53 capabilities for successful practice in a field that deals with human life and
54 living in the society. Nursing education prepares a practitioner who will be able
55 to transfer nursing theory into relevant professional nursing practice, also
56 prepare nurse researcher who are charged with the task for further defining
57 the body of nursing knowledge and preparing future educators of nurses
58 (Landsbergis,2006)

59 Nurse educators are faced with task that demands high degree of
60 commitment and consciousness. In an attempt to accomplish the demands of
61 her job she finds herself faced with a lot of challenges. Occupational stress
62 decreases job satisfaction, increase turnover rate, and reduces nursing quality.
63 At different work place nurse educators are confronted with different work
64 tasks, working condition and hence different sources of stress. It is therefore
65 pertinent to consider the extent of relationship that exists between the stress
66 the nurse educators experience in the course of their job and the satisfaction
67 they derive from them (Chinweuba, 2007)

68 **STATEMENT OF THE PROBLEM**

69 Most nurse educators operate in conditions least conducive to the
70 enhancement of job satisfaction i.e heavy teaching load, poor pay and poor or
71 sometimes non existing physical facilities for effective education unlike
72 counterparts in other occupations. An educational system that saddles nurse
73 educators with high teaching assignment may neither have good teaching nor
74 effective nursing practice. Job that causes such physiological state as desire to
75 meet demands of different categories of individuals accompanied with some
76 neurotic fear of failure or being removed from office, anxiety or perharbs lack
77 of self actualization are likely to result to stress and some form of job
78 dissatisfaction.

79 Worried by the above fact the researcher wishes to conduct a study to
80 determine the relationship between occupational stress and job satisfaction
81 among nurse educators in Ahmadu Bello University, Samaru Zaria.

82 **RESEARCH OBJECTIVES**

83 1. To identify the type of stress nurse educators encounter in their work.

84 2. To determine the influence of level of education on the stress
85 encountered.

86 3. To identify factors that enhance job satisfaction.

87 4. To determine the satisfaction nurse educators derived from their job.

88 **RESEARCH QUESTION**

89 The research will answer the questions below during the course of the
90 study,

91 1. What type of stress do nurse educators undergo?

92 2. Does level of education has influence on the stress encountered?

93 3. What are the factors that enhance Job satisfaction?

94 4. What satisfaction do nurse educators derive from their job?

95 **SIGNIFICANCE OF THE STUDY**

96 The result of the study will be significant in the following ways;

97 1. The findings will be useful to the nurse educator (i.e respondents).

98 2. It will be beneficial to the government for policy making.

99 3. It will serve as a reference for further studies.

100 **LIMITATION**

101 Secretive nature of some of the lecturers/nurse educators in filling
102 questionnaire is the limitation of this study.

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104 **CONCEPTUAL FRAMEWORK.**

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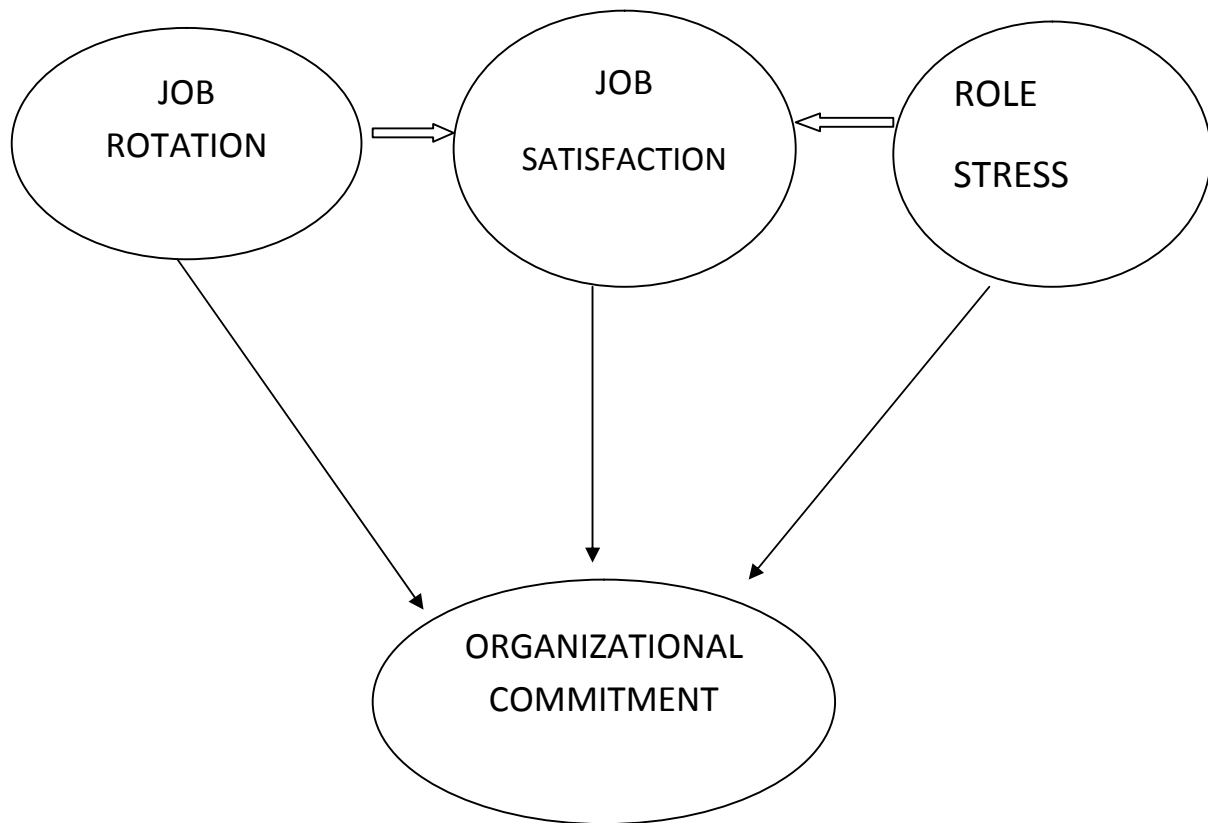
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FIG 1: Conceptual framework of the relationship among job rotation, job satisfaction, organizational commitment and role stress.(Hamilton, 2007)

From the above concept, job rotation affect job satisfaction, in the sense that rotation of a job especially the nursing profession which involve shift work, it usually cause stress on the nurses and thus it reduces the satisfaction they derive, most nurses and nurse educators are not satisfied with the shift work involved in their profession, especially the right shift work and this thus causes occupational stress.

123 Role stress also is another factor that affect job satisfaction, the role of
124 nurse educators in the nursing profession is tedious and as such affect job
125 satisfaction and also well that most of the clinical work is done by the nurse
126 compared to other health personnel and thus this causes stress and negatively
127 affect their satisfaction.

128 Job rotation, job satisfaction and role stress all depend on organization
129 commitment, the level of commitment an organization exhibit depend on the
130 satisfaction derived by the workers i.e the commitment nursing profession
131 depend on the satisfaction the nurses as well as the nurse educators derive
132 from their work. The stress they undergo in their work also affect the
133 organization commitment in the sense that occupational stress among nurse
134 educators affect the nurses and the nurse educators commitment to their
135 work.

136 **STRESS**

137 Stress is derived from the Latin words “stingere” which means to draw
138 tight. Stress is dynamic conditions in which an individual is confronted with an
139 opportunity demand or resource related to what the individual describes and
140 for which the outcome is perceived to be both uncertain and important
141 (Cooper et al 2002). Stress has been a focus in medical science where it has
142 been defined as a perturbation of the body’s homeostasis. This demand on
143 mind- body occurs when it tries to cope with incessant changes in life. In the
144 organizational context, stress has been found to be experienced by employee
145 during job insecurity, performance expectation, technology changes and
146 personal and family problems. Stress is believed to cause depression,

147 irritation, anxiety, fatigue and thus lower self esteem and reduced job
148 satisfaction (Manivannan et al 2007)

149 Occupational stress is a condition where in job related factors as too
150 many or too little work, fatigue from physical strain of the work, poor career
151 structure or lack of participation in decision making interact with the worker to
152 change his/her psychological condition. It occurs when there is a discrepancy
153 between the demands s of the environment / workplace and an individual's
154 ability to carry out and complete theses demands. All workers have their own
155 peculiar job related stressors and that while there is little research to indicate
156 which occupation are most stressful ,there is consensus among experts in the
157 field that stress is less a function of the type of work than the condition of
158 work(Parikh 2004)

159 CAUSE OF OCCUPATION STRESS

160 a) **Hostile working environment:** When the working environment is not
161 conducive or favourable, it tends to cause stress on the worker.

162 b) **Lack of recognition for good teaching:** Stress occur when the workers'
163 effort are not appreciated or comprehended and thus workers are not
164 encouraged.

165 c) **Work overload with no leisure:** Workers working without time of rest
166 are said to be stressed up.

167 d) **Lack of recognition of recognition of extra job:** Extra job are sometimes
168 performed by worker who need to be compensated and the extra job
169 recognized but when this is not done stress occur.

170 e) **Lack of working facilities:** Working facilities help to make work easier
171 and more favourable. But when there are no facilities, it tends to posse
172 stress on workers(McNeely,2005)

173 **EFFECTS OF OCCUPATIONAL STRESS**

174 i. **Fatigue:** mental or physical tiredness, following prolonged or intense
175 activity.

176 ii. **Headache:** pain felt deep within the skull.

177 iii. **Sleep disturbance:** Inability to rest and sleep or lack of refreshed sleep.

178 iv. **Eating disorders:** inappropriate or inadequate way of eating either
179 starvation or overeating.

180 v. **Anxiety:** Generalized pervasive fear.

181 vi. **Stoke:** A sudden attack of weakness affecting one side of the body. It is
182 the interruption to the flow of blood to the brain.

183 vii. **High blood pressure:** Elevation of the arterial blood pressure above the
184 normal range expected in a particular age group.

185 viii. **Immune system dysfunction:** The destruction of organs responsible for
186 immunity e.g lymphoid aggregates (Spleen, tonsils, gastrointestinal
187 lymph tissue). (Landsbergis, 2006).

188 **STRESS MODEL**

189 The demand control model and effort reward imbalance model are the two
190 work stress model that help to identify particular job characteristics important
191 for employee's well being.

192 **The demand control model (DC).** This model predicts that the most adverse
193 health effects of psychological strain occur when job demands are high and the
194 ability to make decision is low.

195 **The ERI Model:** Assumes that emotional distress and adverse health effects
196 occur when there is a perceived imbalance between effort and occupational
197 rewards.

198 **SATISFACTION**

199 The term "Job Satisfaction was describe by Hoppock 1933 who observe
200 that job satisfaction is a combination of psychological, physiological and
201 environmental circumstances that cause a person to say "I am satisfied with
202 my job" .while there are many debates on the concept of job satisfaction, in
203 most studies it is described as how people feel about their job and it different
204 aspects. It is the extent to which people like (satisfaction) or dislike
205 (dissatisfaction) their jobs (Mrayyan ,2011)

206 However a more direct description is provided which describes job
207 satisfaction as the end state of feeling, the feeling that is experienced after a
208 task is accomplished. The feeling could be negative or positive depending on
209 the outcome of the task undertaken. (Saiyadain 2007)

210 **FACTORS INFLUENCING JOB SATISFACTION**

211 a) **Job design:** In organizational development (OD), work design is the
212 application of socio-technical system principles to the humanization of
213 work. Job design is aimed at improving quality and reducing employee's
214 problem e.g grievances, absenteeism.

215 **b) Job Rotation:** This is an approach to managerial development where an
216 individual is moved through a schedule of assignments designed to give
217 him/her a breadth of exposure to the entire operation. It also the
218 schedule exchange of persons in offices. It is practiced to allow qualified
219 employees to gain work and to reduce boredom ad increase job
220 satisfaction through job rotation.

221 **c) Job enlargement:** This means increasing the scope of a job through
222 extending the range of its job duties and responsibilities generally
223 within the same level and periphery. It seeks to motivate workers
224 through reversing the process of specialization and thus enhancing job
225 satisfaction.

226 **d) Job enrichment:** This involves three (3) steps i.e. linking employee's
227 performance directly to reward, making sure the employee wants the
228 reward and turning employees wants the reward and turning
229 employees' effort into performance. All these provide job excellence
230 performance. All these provide job excellence and thus enhance
231 satisfaction.

232 Other influence on satisfaction includes;

233 - Management style and culture

234 - Employee 's involvement

235 - Empowerment and autonomous work position.

236 (Hamilton etal,2007)

237 **MODELS OF JOB SATISFACTION**

- 238 a) Affect theory
- 239 b) Dispositional theory
- 240 c) Two factor theory (motivator-hygiene theory)
- 241 d) Job characteristics model

242 **Affect theory**

243 Edwin A. Locker's range of affect theory 1967 is arguably the most
244 famous job satisfaction model. The main premise of the theory is that
245 satisfaction is determined by a discrepancy between what one has in a job.
246 Further, the theory states that how much one value's a given fact of work
247 (e.g the degree of autonomy in a position) moderates how
248 satisfied/dissatisfied one becomes when expectation are/aren't meet.
249 When a person values a particular facet of a job, his satisfaction is more
250 greatly impacted both positively and negatively compared to one who
251 doesn't value that facet.

252 **Dispositional Theory**

253 Another well known job satisfaction theory is the dispositional theory
254 template. It is a general theory that suggests that people have innate
255 dispositions that cause them to have tendencies towards a certain level of
256 satisfaction, regardless of one's job. This approach becomes a notable
257 explanation of job satisfaction in light of evidence that job satisfaction tend
258 to be stable overtime and across careers and jobs. Research also indicated
259 that identical twins have similar levels of job satisfaction.(Bhattacharya,
260 2004)

261 **Two factor theory (motivation Hygiene theory)**

262 • Frederick Herzberg's two factor theory also known as motivator hygiene
263 theory attempt to explain satisfaction and motivation in the workplace.
264 This theory states that satisfaction and dissatisfaction are driven by
265 different factors i.e motivation and hygiene factor respectively. An
266 employee's motivation to work is continually related to the job
267 satisfaction of the subordinate .Motivation can be seen as an inner force
268 that drives individual to attain personal organizational goals. These
269 motivating factors are said to be intrinsic to the job or work carried
270 out. Hygiene factor include aspects of working environment such as pay,
271 company policies, supervisory factors and other working conditions.
272 However the model has been criticized in that it does not specify how
273 motivating hygiene factors are to be measured.(Landsbergis, 2004)

274 • **job characteristics model**

275 Hackman and Oldhan 1976 proposed the job characteristic model which
276 is widely used as framework to study how particular job characteristics
277 impact on job outcomes, including job satisfaction. The model stresses that
278 there are five core job characteristics:

- 279 • Skill variety
- 280 • Task identity
- 281 • Task significance
- 282 • Autonomy
- 283 • Feedback

284 Which impact three critical psychological states (experienced
285 meaningfulness, experienced responsibility, and knowledge of the actual

286 result) in turn influencing work outcome (job satisfaction, absenteeism,
287 work motivation etc).

288 **LINK BETWEEN JOB STRESS AND JOB SATISFACTION**

289 Several studies have tried to determine the link between stress and job
290 satisfaction. Occupational satisfaction and job stress are the two hot focuses in
291 human resources management researches. One study of general practitioner
292 in England identified four job stressors that were predictive of job
293 dissatisfaction.

294 In a study by Williams, 2004 to determine relationship between stress,
295 job satisfaction, coping strategies and attributional style among nurses, data
296 analysis suggest that attributional style, job satisfaction and stress are all
297 significantly associated with coping strategies. Having a positive attributional
298 style towards positive events (i.e job promotion, project completion) was
299 significantly correlated with using the coping strategies of reframing (i.e
300 looking for something good in the situation). Having a positive attributional
301 style towards negative events was significantly correlated with active (i.e.
302 doing something about the situation) and planning (the developing the
303 strategy) coping style. Global job satisfaction, intrinsic job satisfaction (i.e.
304 feeling of accomplishment, independence) and lower levels of stress were
305 significantly correlated with more positive type of coping strategies. These
306 results suggest that respondents with a positive attributional style and a high
307 level of job satisfaction cope with stress by focusing on positive ways to resolve
308 the situation (Williams, 2004)

309 Moreover, emphasis have been made that job stressors are predictive
310 of job dissatisfaction and greater propensity to leave the organization. Studies

311 in UK found out that there are some occupations that are reporting more than
312 average on each of the factor such as physical health, psychological wellbeing
313 and job satisfaction. The relationship between variables can be very important
314 to academicians. If a definite link exist between two variables it could be
315 possible for an academician to provide interaction in order to increase the
316 level of one of the variables in hope that the interaction will also improve the
317 variables as well. (McNeely, 2004)

318 In regards to the relationship between role stress and job satisfaction,
319 tension at work is caused by role ambiguity, role conflict and role overload has
320 a significant negative correlation with job satisfaction. A study on general
321 practitioners in Hongkong found out that though the medical practitioners
322 were generally satisfied with their work. In another study of military Pilot, it
323 was found that during peace times in Iran, 13.5% pilot out of 89 military pilots
324 studied experienced high stress.(Ahmadi and Allireza 2006)

325 Stress is a contributing factor to organizational inefficiency, high staff
326 turnover, absenteeism because of sickness, decrease quality of care, increased
327 cost of health care and decreased job satisfaction .Studies of occupational
328 stress among nurses have uncovered a number of common stressor in this
329 population .In a particular field of certified registered nurse anesthetics (CRNA)
330 the common stressors as found out in the study are patient related stressors
331 interpersonal relationship and the operating room environment.(McNeely,
332 2004)

333 To assist organization with assessing and managing workplace stress,
334 researchers have devised a number of general stress scales and occupational
335 stress scales. In recent years researchers have argued that occupation- specific

336 and industry- specific stress Scales are more reliable and valid predictors of
337 stress than general occupational stress scales. As a result of this argument a
338 great deal of recent stress research on various occupational groups (e.g.
339 teachers, nurses and Police officers) have used occupational stress scale that
340 are specifically designed for these groups.(Bhattacharya ,2004).

341 Though stressors in workplace cause stress which in turn leads to
342 strains (negative effects on health and quality of work) researchers have
343 identify a number of moderating variables which can reduce the experience of
344 stress or reduce the negative effects of stress. Some example s of these
345 variables are coping strategies social support and hardiness (Mrayyan , 2011)

346 **METHODOLOGY**

347 The design for this study is a descriptive survey.

348 **SAMPLE SIZE AND SAMPLING TECHNIQUE**

349 A sample size of 185 will be used for the study; this was determined by
350 using 40% of the study population as suggested by Nwanna (2007) who stated
351 that if a population is a few hundreds, 40% is representative.Multistage and
352 simple random sampling technique was used for the study.

353 **INSTRUMENTATION**

354 A structured self administered questionnaire was designed in such a
355 way that it explores the respondents' knowledge on occupational stress, job
356 satisfaction, relationship between occupational stress and job satisfaction, and
357 how the two variables affect the nurse educator.

358 Majority of questions were closed ended questions, however some were
359 open ended so as to obtain further details on some issues by the

360 respondents. The questionnaire has five sections containing questions on
361 different aspects of interest.

362 **VALIDITY/RELIABILITY OF INSTRUMENT**

363 The validity of the instrument was measured by submitting the research
364 to the supervisor for a thorough scrutiny of the items capable of extracting
365 needed information.

366 **DATA ANALYSIS**

367 The data was analyzed and represented using descriptive statistical
368 techniques i.e. percentage and frequencies.

369 **ETHICAL CONSIDERATIONS**

- 370 1. Ethical clearance was sought from the head of department, nursing science
371 and the hospital administration of ABUTH before administering
372 questionnaires to the population concerned.
- 373 2. Informed consent was sought from all nurse educators involved in the
374 studies before proceeding with questionnaire administration.
- 375 3. Confidentiality of respondents was strictly ensured.

376 **DISCUSSION OF FINDINGS**

377 The research finding shows that most of the respondents 44.6% (82) are
378 within the age range of 25-29 followed by age range of 30-34 which is 30.4%
379 (56). This is in contrast to the study carried out in Nnamdi Azikiwe University,
380 Abia state (Chinwueba, 2007) where most of the respondents (104) were aged
381 41 and above and few within (8) 26-30 years.

382 Majority of respondents 78%(144) are females and few 23.9%(44) are
383 males. 56.5% (104) are Muslims and 43.5% (80) Christians.

384 Yoruba's are the majority i.e 32.6% (60) followed by other tribes 30.4% (56).
385 Most of the respondents 67.3% (124) are within the rank of nursing officer and
386 senior nursing officer while few 2.2%(4) are within graduate assistant and
387 lecturer 2.32%(60) of respondents are from medical ward while 15.2%(28) are
388 from nursing department. Many 30.4% (56) of respondents have had 5010
389 years of experience while 13% (24) have had 10-15 years of experience. This is
390 in agreement with the study carried out in Nnamdi Azikiwe University, Abia
391 state (Chinwueba, 2007) were 21% had 6-10 years of experience and 13%(54)
392 had 11-15 years of experience. While majority of respondents are females
393 (149).

394 All respondents (100%) have heard about occupational stress, majority
395 40.9% (108) obtained their information from educational institution followed
396 by health worker 37.9% (100) while few 4.6%(12) from friends. Work overload
397 with no leisure is the commonest source of stress among respondents. i.e
398 54.4% (148) ,followed by hostile working environment 22.1%(60) and 8.9%(29)
399 by job insecurity, this is in contrast with the study in Abia state (Chinwueba,
400 2007) where qualification difference was the commonest source of stress
401 (45.1%) while work overload and too much brain work causes stress among
402 few respondents (17.8%). The commonest effect of occupational stress is
403 fatigue 63.2% (172), followed by headache 17.7% (48) and their immune
404 system dysfunction 11.7% (32).

405 All respondents 100% are aware of job satisfaction and most of them
406 obtained their information from educational institutions 57.8% (148) followed

407 by health workers 20.3% (52) and few 3%(8) obtained their information from
408 newspaper. Majority of respondents 67.3% (12%) asserted that occupational
409 stress is related to job satisfaction while few 32.6% (60) considered them
410 unrelated. This consistent with the study in UK which found out that stress in
411 some occupation have reported more than average on each of the factors such
412 as physical health, psychological well being and job satisfaction, (Sheena et al,
413 2005). Most of respondents 82.3%(102) reasoned that stressful nature of job
414 causes low turnover , work related illness and few agreed that stress at work
415 increases job effectiveness and satisfaction 9.7%(12). Most of respondents
416 considered occupational stress and job satisfaction unrelated because all
417 workers can be satisfied or dissatisfied regardless of the stress they face at
418 work i.e 63.3% (38) while few 8.3% (5) gave other reasons for considering them
419 unrelated. Most of respondents 84.8%(156) asserted that stress at work affects
420 their job satisfaction while few 15.2%(28) answered No. this is consistent with
421 the study at Iran (Abualrub, 2004) which states that stress is a contributing
422 factor to organizational inefficiency, high staff turnover, absenteeism because
423 of sickliness decrease quality of care, increased cost of health care and
424 decreased job satisfaction.

425 Insufficient teaching facilities was the commonest stress encountered by
426 the respondents 42.6% (104) , followed by heaving teaching load 34.4%(84) .
427 Most of the respondents are satisfied with their job i.e 69.6% (128) while few
428 30.4% (56) are not satisfied with their job. This is in agreement with a study in
429 Hongkong (Ahmadi and Allireza, 2006) which found out that most medical
430 practitioners were generally satisfied with their work.

431 Majority of the respondents 28.7%(60) are satisfied with their job
432 because of the respect and recognition for job, followed by good job design

433 22.9%(48) and then good remuneration, job insecurity 29.6%(32) is the
434 common reason why women respondents are not satisfied with their job,
435 followed by lack of time do all work and lack of freedom to control one's
436 working day i.e 22.2%(24) respectively. This is in contrast with the study in Iran
437 (Abualrub, 2004) where patient related stressors; interpersonal relationship
438 and the working environment were the reason for dissatisfaction.

439 Most of the respondents 86.9% (160) asserted that their level of
440 experience influence the coping with stress while few 13% (24) answered no.
441 also, level of experience/education affects most of the respondents positively
442 90%(144) and few 15%(16) negatively. This is similar to the study in Abia state,
443 Nigeria (Chinwueba,2007) where 70% of respondents have their level of
444 experience/education affecting their coping with stress and also there is a
445 perfect positive relationship of (1.00) between job stress and job satisfaction
446 as influenced by the level of education.

447 Impaction of knowledge on junior/student nurses is the commonest
448 satisfaction derived by most of the respondents 44.6% (82), followed by
449 updating of respondents knowledge and experience i.e 33.7% (62) and then
450 good teaching environment, 21.7%(40).

451 **RECOMMENDATIONS**

452 Based on the findings of this study, the following recommendations were made:

- 453 - Need for reduction of stress at work by provision of adequate teaching
454 facilities by the government.
- 455 - Provision of adequate working holidays and good job security by the
456 university management.

457 - Nurse educators should further encourage their students so as to boost
458 proper performance in the student, and thus upgrading their
459 satisfaction.

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