

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

ABSTRACT

Aims: This research was carried out on occupational stress and job satisfaction among nurse educators in Ahmadu Bello University, Zaria with the aim of identifying the type of stress nurse educators encounter in their work, determining the influence of level of education on the stress encountered, identifying the satisfaction nurse educators derive from their job.

Study design: The study population includes nurse educators. A cross sectional descriptive survey design was used with a sample size of 185 respondents. A multistage sampling and simple random sampling technique was used where nurse educators were stratified based on their ranks.

Results and discussion: The result of the findings showed that majority of nurse educators the stress of insufficient teaching facilities i.e 42.62% (104), the influence of level of education on stress encountered is that of positive influence i.e 90% (144), respect and recognition for job is the commonest factor that enhances respondent's job satisfaction 28.71% (960) and the satisfaction derived by respondents is that of impaction of knowledge on junior/student nurses.

Conclusion: Occupational stress is high among nurse educators due to insufficient teaching facilities thus negatively affect their satisfaction. Therefore it is recommended that teaching facilities should be provided as well as working holidays so as to reduce job stress and thus enhance satisfaction.

Keywords: occupation, stress, job, satisfaction, nurse educator.

INTRODUCTION

Occupational stress is a major hazards for many workers especially nurses and nurse educators. Stress is a term that is widely used in everyday life with most people having appreciation about it meaning, it is commonly believed to occur in situations where there is excessive pressure being placed on someone.

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

42 The term "Job Satisfaction first was describe by Hoppock 1933 who
43 observe that job satisfaction is a combination of psychological, physiological
44 and environmental circumstances that cause a person to say "I am satisfied
45 with my job". While there have been many debates on the concept of job
46 satisfaction, in most studies it is described as how people feel about their job
47 and it different aspects. It is the extent to which people like (satisfaction) or
48 dislike (dissatisfaction) their jobs. Job satisfaction is necessary in nursing as it
49 improves the quality of care and also provides effective transfer of knowledge
50 in the part of nurses educators. Achievement recognition, advancement,
51 responsibility and growth in the job are sources of job satisfaction (chinweuba ,
52 2007)

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

59 the body of nursing knowledge and preparing future educators of nurses
60 (Landsbergis,2006)

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

70 **STATEMENT OF THE PROBLEM**

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

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

84 **RESEARCH OBJECTIVES**

- 85 1. To identify the type of stress nurse educators encounter in their work.
- 86 2. To determine the influence of level of education on the stress
87 encountered.
- 88 3. To identify factors that enhance job satisfaction.
- 89 4. To determine the satisfaction nurse educators derived from their job.

90 **RESEARCH QUESTION**

91 The research will answer the questions below during the course of the
92 study,

- 93 1. What type of stress do nurse educators undergo?
- 94 2. Does level of education has influence on the stress encountered?
- 95 3. What are the factors that enhance Job satisfaction?
- 96 4. What satisfaction do nurse educators derive from their job?

97 **SIGNIFICANCE OF THE STUDY**

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

- 99 1. The findings will be useful to the nurse educator (i.e respondents).
- 100 2. It will be beneficial to the government for policy making.
- 101 3. It will serve as a reference for further studies.

102 **LIMITATION**

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

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106 **CONCEPTUAL FRAMEWORK.**

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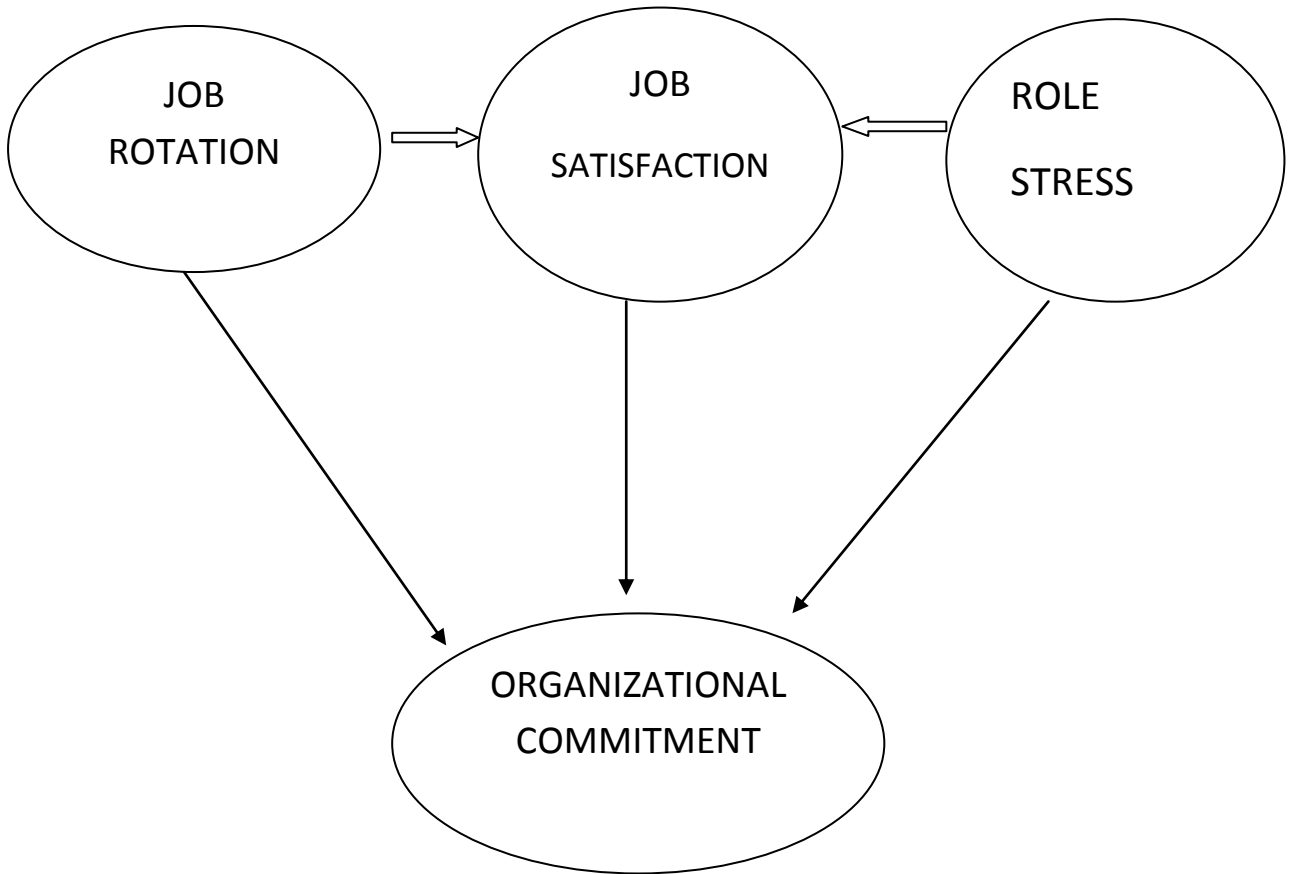
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117 **FIG 1:** Conceptual framework of the relationship among job rotation, job
118 satisfaction, organizational commitment and role stress.(Hamilton, 2007)

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

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

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

138 **STRESS**

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

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

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

161 **OCCUPATION STRESS LEADS TO;**

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

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

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

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

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

175 **EFFECTS OF OCCUPATIONAL STRESS**

- 176 i. **Fatigue:** mental or physical tiredness, following prolonged or intense
177 activity.
- 178 ii. **Headache:** pain felt deep within the skull.
- 179 iii. **Sleep disturbance:** Inability to rest and sleep or lack of refreshed sleep.
- 180 iv. **Eating disorders:** inappropriate or inadequate way of eating either
181 starvation or overeating.
- 182 v. **Anxiety:** Generalized pervasive fear.
- 183 vi. **Stroke:** A sudden attack of weakness affecting one side of the body. It is
184 the interruption to the flow of blood to the brain.
- 185 vii. **High blood pressure:** Elevation of the arterial blood pressure above the
186 normal range expected in a particular age group.
- 187 viii. **Immune system dysfunction:** The destruction of organs responsible for
188 immunity e.g lymphoid aggregates (Spleen, tonsils, gastrointestinal
189 lymph tissue). (Landsbergis, 2006).

190 **STRESS MODEL**

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

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

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

200 **SATISFACTION**

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

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

212 **FACTORS INFLUENCING JOB SATISFACTION**

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

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

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

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

234 Other influence on satisfaction includes;

- 235 - Management style and culture
 - 236 - Employee 's involvement
 - 237 - Empowerment and autonomous work position.
- 238 (Hamilton etal,2007)

239 **MODELS OF JOB SATISFACTION**

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

244 **Affect theory**

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

254 **Dispositional Theory**

255 Another well known job satisfaction theory is the dispositional theory
256 template. It is a general theory that suggests that people have innate
257 dispositions that cause them to have tendencies towards a certain level of
258 satisfaction, regardless of one's job. This approach becomes a notable
259 explanation of job satisfaction in light of evidence that job satisfaction tend
260 to be stable overtime and across careers and jobs. Research also indicated
261 that identical twins have similar levels of job satisfaction.(Bhattacharya,
262 2004)

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

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

276 • **job characteristics model**

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

- 281 • Skill variety
- 282 • Task identity
- 283 • Task significance
- 284 • Autonomy
- 285 • Feedback

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

288 result) in turn influencing work outcome (job satisfaction, absenteeism,
289 work motivation etc).

290 **LINK BETWEEN JOB STRESS AND JOB SATISFACTION**

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

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

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

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

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

327 Stress is a contributing factor to organizational inefficiency, high staff
328 turnover, absenteeism because of sickness, decrease quality of care, increased
329 cost of health care and decreased job satisfaction .Studies of occupational
330 stress among nurses have uncovered a number of common stressor in this
331 population .In a particular field of certified registered nurse anesthetics (CRNA)
332 the common stressors as found out in the study are patient related stressors
333 interpersonal relationship and the operating room environment.(McNeely,
334 2004)

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

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

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

348 **MATERIALS AND METHODS**

349 The design for this study was a descriptive survey.

350 **SAMPLE SIZE AND SAMPLING TECHNIQUE**

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

355 **INSTRUMENTATION**

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

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

362 respondents. The questionnaire has five sections containing question on
363 different aspect of interest.

364 **VALIDITY/RELIABILITY OF INSTRUMENT**

365 The validity of the instrument was measured by calibrating the instrument
366 to a least precision and scrutiny of the items capable of extracting needed
367 information.

368 **DATA ANALYSIS**

369 The data was analyzed and represented using descriptive statistical
370 techniques i.e percentage and frequencies.

371 **ETHICAL CONSIDERATIONS**

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

378 **RESULTS AND DISCUSSION**

379 The research finding shows that most of the respondents 44.6% (82) are
380 within the age range of 25-29 followed by age range of 30-34 which is 30.4%
381 (56). This is in contrast to the study carried out in Nnamdi Azikiwe University,
382 Abia state (Chinwueba, 2007) where most of the respondents (104) were aged
383 41 above and few within (8) 26-30 years.

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

386 Yoruba's are the majority i.e 32.6% (60) followed by other tribes 30.4% (56).
387 Most of the respondents 67.3% (124) are within the rank of nursing officer and
388 senior nursing officer while few 2.2%(4) are within graduate assistant and
389 lecturer 2.32%(6 0) of respondents are from medical ward while 15.2%(28) are
390 from nursing department. Many 30.4% (56) of respondents have had 5010
391 years of experience while 13% (24) have had 10-15 years of experience. This is
392 in agreement with the study carried out in Nnamdi Azikiwe University, Abia
393 state (Chinwueba, 2007) were 21% had 6-10 years of experience and 13%(54)
394 had 11-15 years of experience. While majority of respondents are females
395 (149).

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

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

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

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

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

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

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

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

453 **CONCLUSION**

454 occupational stress is one of the major reason for dissatisfaction at work as it
455 affect the physical,mental and social wellbeing thus leads to low performance
456 at work.Most of the respondent are satisfied with their job due to their level of
457 knowledge and experience which made it easier for them to cope well under
458 stress.Hostile working environment,insecurity and lack of holidays increases
459 leads to stress among the nurse educators.It is therefore important to create a

460 secure working environment, holidays for workers among others to improve
461 job satisfaction.

462

463 **RECOMMENDATIONS**

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

- 465 - Need for reduction of stress at work by provision of adequate teaching
466 facilities by the government.
- 467 - Provision of adequate working holidays and good job security by the
468 university management.
- 469 - Nurse educators should further encourage their students so as to boost
470 proper performance in the student, and thus upgrading their satisfaction.

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