

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

3 **ABSTRACT**

4
5 **Aims:** This research was carried out on occupational stress and job satisfaction among nurse
6 educators in Ahmadu Bello University, Zaria with the aim of identifying the type of stress
7 nurse educators encounter in their work, determining the influence of level of education on
8 the stress encountered, identifying the satisfaction nurse educators derive from their job.

9
10 **Study design:** The study population includes nurse educators. A cross sectional descriptive
11 survey design was used with a sample size of 185 respondents. A multistage sampling and
12 simple random sampling technique was used where nurse educators were stratified based
13 on their ranks.

14
15 **Results and discussion:** The result of the findings showed that majority of nurse educators
16 the stress of insufficient teaching facilities i.e 42.62% (104), the influence of level of
17 education on stress encountered is that of positive influence i.e 90% (144), respect and
18 recognition for job is the commonest factor that enhances respondent's job satisfaction
19 28.71% 960) and the satisfaction derived by respondents is that of impaction of knowledge
20 on junior/student nurses.

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

25
26 **Keywords:** occupation, stress, job, satisfaction, nurse educator.

27 **INTRODUCTION**

28 Occupational stress is a major hazards for many workers especially nurses and nurse
29 educators. Stress is a term that is widely used in everyday life with most people having
30 appreciation about it meaning, it is commonly believed to occur in situations where there is
31 excessive pressure being placed on someone. Occupational stress can then be defined as
32 the physiological and emotional responses that occur when workers perceive an imbalance
33 between their work demands and their capability and/or resources to meet their demands.
34 Stress response occurs when the imbalance is such that the workers perceive they are not
35 coping in situations where it is important to them to cope. Increase workloads downsizing,
36 overtime, hostile working environment and shift work are just a few of the many causes of
37 stressful working conditions (Occupational Stress Factsheet 2006).

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

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

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

62 **STATEMENT OF THE PROBLEM**

63 Most nurse educators operate in conditions least conducive to the enhancement of job
64 satisfaction i.e heavy teaching load, poor pay and poor or sometimes non existing physical
65 facilities for effective education unlike counterparts in other occupations. An educational
66 system that saddles nurse educators with high teaching assignment may neither have good

67 teaching nor effective nursing practice. Job that causes such physiological state as desire to
68 meet demands of different categories of individuals accompanied with some neurotic fear
69 of failure or being removed from office, anxiety or perhaps lack of self actualization are
70 likely to result to stress and some form of job dissatisfaction.

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

74 **RESEARCH OBJECTIVES**

- 75 1. To identify the type of stress nurse educators encounter in their work.
- 76 2. To determine the influence of level of education on the stress encountered.
- 77 3. To identify factors that enhance job satisfaction.
- 78 4. To determine the satisfaction nurse educators derived from their job.

79 **RESEARCH QUESTION**

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

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

85 **SIGNIFICANCE OF THE STUDY**

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

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

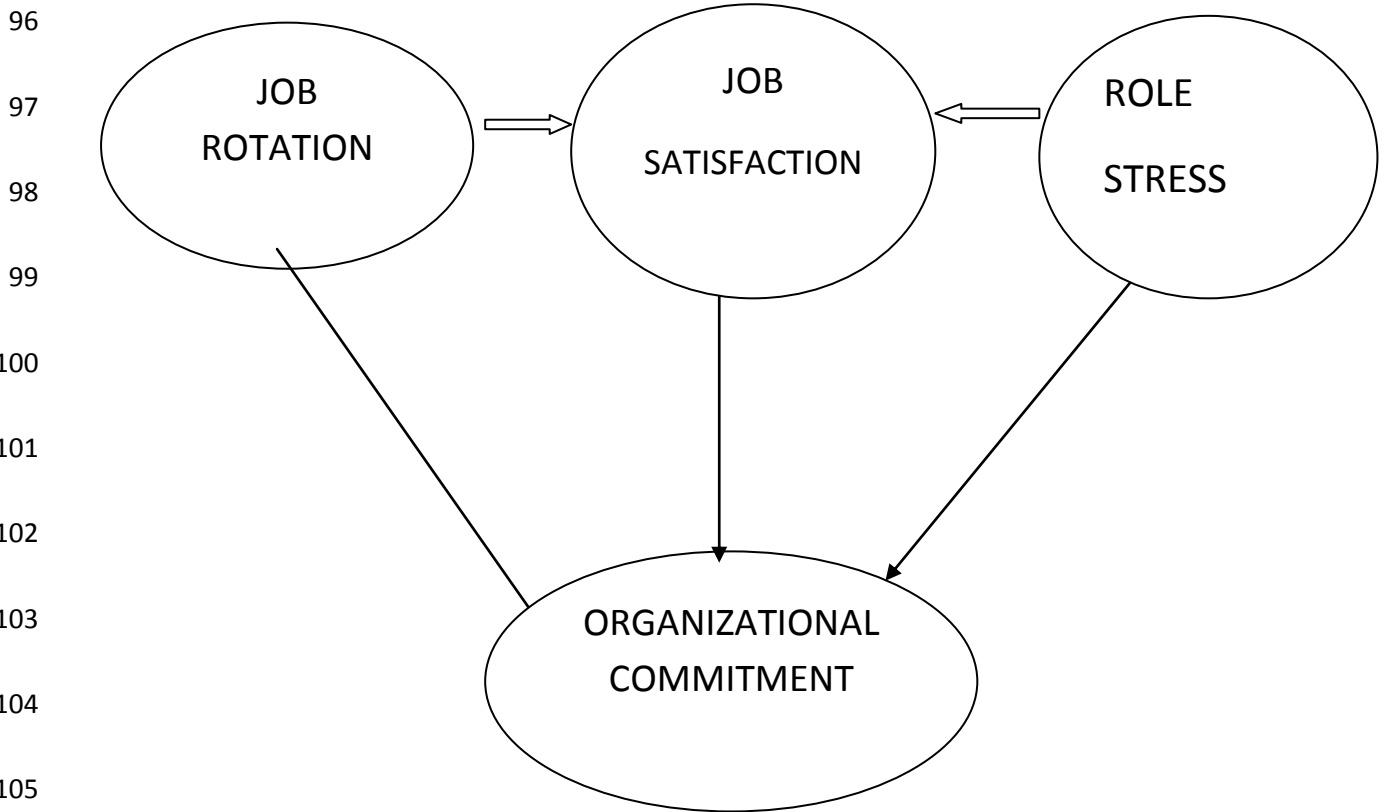
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91 **LIMITATION**

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

94

95 **CONCEPTUAL FRAMEWORK.**



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

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

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

117 Job rotation, job satisfaction and role stress all depend on organization commitment,
118 the level of commitment an organization exhibit depend on the satisfaction derived by the
119 workers i.e the commitment nursing profession depend on the satisfaction the nurses as
120 well as the nurse educators derive from their work. The stress they undergo in their work
121 also affect the organization commitment in the sense that occupational stress among nurse
122 educators affect the nurses and the nurse educators commitment to their work.

123 **STRESS**

124 Stress is derived from the Latin words “stingere” which means to draw tight. Stress is
125 dynamic conditions in which an individual is confronted with an opportunity demand or
126 resource related to what the individual describes and for which the outcome is perceived to
127 be both uncertain and important (Cooper et al 2002). Stress has been a focus in medical
128 science where it has been defined as a perturbation of the body’s homeostasis. This demand
129 on mind- body occurs when it tries to cope with incessant changes in life. In the
130 organizational context, stress has been found to be experienced by employee during job
131 insecurity, performance expectation, technology changes and personal and family problems.
132 Stress is believed to cause depression, irritation, anxiety, fatigue and thus lower self esteem
133 and reduced job satisfaction (Manivonnan et al., 2007)

134 Occupational stress is a condition where in job related factors as too many or too little
135 work, fatigue from physical strain of the work, poor career structure or lack of participation
136 in decision making interact with the worker to change his/her psychological condition. It
137 occurs when there is a discrepancy between the demands s of the environment / workplace
138 and an individual’s ability to carry out and complete theses demands. All workers have their
139 own peculiar job related stressors and that while there is little research to indicate which

140 occupation are most stressful ,there is consensus among experts in the field that stress is
141 less a function of the type of work than the condition of work (Parikh, 2004)

142 **OCCUPATION STRESS LEADS TO;**

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

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

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

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

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

155 **EFFECTS OF OCCUPATIONAL STRESS**

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

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

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

159 iv. **Eating disorders:** inappropriate or inadequate way of eating either starvation or
160 overeating.

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

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

- 164 vii. **High blood pressure:** Elevation of the arterial blood pressure above the normal
165 range expected in a particular age group.
- 166 viii. **Immune system dysfunction:** The destruction of organs responsible for immunity e.g
167 lymphoid aggregates (Spleen, tonsils, gastrointestinal lymph tissue) (Landsbergis,
168 2006).

169 **STRESS MODEL**

170 The demand control model and effort reward imbalance model are the two work stress
171 model that help to identify particular job characteristics important for employee’s well
172 being.

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

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

178 **SATISFACTION**

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

185 However a more direct description is provided which describes job satisfaction as the
186 end state of feeling, the feeling that is experienced after a task is accomplished. The feeling
187 could be negative or positive depending on the outcome of the task undertaken. (Saiyadain
188 2007)

189 **FACTORS INFLUENCING JOB SATISFACTION**

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

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

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

202 d) **Job enrichment:** This involves three (3) steps i.e. linking employee's performance
203 directly to reward, making sure the employee wants the reward and turning
204 employees wants the reward and turning employees' effort into performance. All
205 these provide job excellence performance. All these provide job excellence and thus
206 enhance satisfaction.

207 Other influence on satisfaction includes;

- 208 - Management style and culture
- 209 - Employee 's involvement
- 210 - Empowerment and autonomous work position (Hamilton et al, 2007).

211 **MODELS OF JOB SATISFACTION**

212 a) Affect theory

213 b) Dispositional theory

214 c) Two factor theory (motivator-hygiene theory)

215 d) Job characteristics model

216 **Affect theory**

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

224 **Dispositional Theory**

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

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

- 232 • Frederick Herzberg's two factor theory also known as motivator hygiene theory
233 attempt to explain satisfaction and motivation in the workplace. This theory states
234 that satisfaction and dissatisfaction are driven by different factors i.e motivation and
235 hygiene factor respectively. An employee's motivation to work is continually related
236 to the job satisfaction of the subordinate .Motivation can be seen as an inner force
237 that drives individual to attain personal organizational goals. These motivating
238 factors are said to be intrinsic to the job or work carried
239 out. Hygiene factor include aspects of working environment such as pay, company
240 policies, supervisory factors and other working conditions. However the model has
241 been criticized in that it does not specify how motivating hygiene factors are to be
242 measured (Landsbergis, 2006).

243 • **job characteristics model**

244 **Hackman and Oldhan (1976)** proposed the job characteristic model which is widely
245 used as framework to study how particular job characteristics impact on job outcomes,
246 including job satisfaction. The model stresses that there are five core job characteristics:

- 247 • Skill variety
- 248 • Task identity
- 249 • Task significance
- 250 • Autonomy
- 251 • Feedback

252 Which impact three critical psychological states (experienced meaningfulness,
253 experienced responsibility, and knowledge of the actual result) in turn influencing
254 work outcome (job satisfaction, absenteeism, work motivation etc).

255 **LINK BETWEEN JOB STRESS AND JOB SATISFACTION**

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

260 In a study by Williams, 2004 to determine relationship between stress, job
261 satisfaction, coping strategies and attributional style among nurses, data analysis suggest
262 that attributional style, job satisfaction and stress are all significantly associated with coping
263 strategies. Having a positive attributional style towards positive events (i.e job promotion,
264 project completion) was significantly correlated with using the coping strategies of
265 reframing (i.e looking for something good in the situation). Having a positive attributional
266 style towards negative events was significantly correlated with active (i.e. doing something
267 about the situation) and planning (the developing the strategy) coping style. Global job
268 satisfaction, intrinsic job satisfaction (i.e. feeling of accomplishment, independence) and
269 lower levels of stress were significantly correlated with more positive type of coping
270 strategies. These results suggest that respondents with a positive attributional style and a

271 high level of job satisfaction cope with stress by focusing on positive ways to resolve the
272 situation (Williams, 2004)

273 Moreover, emphasis have been made that job stressors are predictive of job
274 dissatisfaction and greater propensity to leave the organization. Studies in UK found out
275 that there are some occupations that are reporting more than average on each of the factor
276 such as physical health, psychological wellbeing and job satisfaction. The relationship
277 between variables can be very important to academicians. If a definite link exist between
278 two variables it could be possible for an academician to provide interaction in order to
279 increase the level of one of the variables in hope that the interaction will also improve the
280 variables as well (McNeely, 2004).

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

287 Stress is a contributing factor to organizational inefficiency, high staff turnover,
288 absenteeism because of sickness, decrease quality of care, increased cost of health care
289 and decreased job satisfaction .Studies of occupational stress among nurses have uncovered
290 a number of common stressor in this population .In a particular field of certified registered
291 nurse anesthetics (CRNA) the common stressors as found out in the study are patient
292 related stressors interpersonal relationship and the operating room environment (McNeely,
293 2004).

294 To assist organization with assessing and managing workplace stress, researchers
295 have devised a number of general stress scales and occupational stress scales. In recent
296 years researchers have argued that occupation- specific and industry- specific stress Scales
297 are more reliable and valid predictors of stress than general occupational stress scales. As a
298 result of this argument a great deal of recent stress research on various occupational groups

299 (e.g. teachers, nurses and Police officers) have used occupational stress scale that are
300 specifically designed for these groups (Bhattacharya, 2004).

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

306 **MATERIALS AND METHODS**

307 The design for this study was a descriptive survey.

308 **SAMPLE SIZE AND SAMPLING TECHNIQUE**

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

313 **INSTRUMENTATION**

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

318 Majority of questions were closed ended questions, however some were open ended
319 so as to obtain further details on some issues by the respondents. The questionnaire has five
320 sections containing question on different aspect of interest.

321 **VALIDITY/RELIABILITY OF INSTRUMENT**

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

324

325 **DATA ANALYSIS**

326 The data was analyzed and represented using descriptive statistical techniques i.e
327 percentage and frequencies.

328 **ETHICAL CONSIDERATIONS**

329 1. Ethical clearance was sought from the head of department, nursing science and the
330 hospital administration of ABUTH before administering questionnaires to the
331 population concerned.

332 2. Informed consent was sought from all nurse educators involved in the studies before
333 proceeding with questionnaire administration.

334 3. Confidentiality of respondents was strictly ensured.

335 **RESULTS AND DISCUSSION**

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

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

342 Yoruba's are the majority i.e 32.6% (60) followed by other tribes 30.4% (56). Most of the
343 respondents 67.3% (124) are within the rank of nursing officer and senior nursing officer
344 while few 2.2%(4) are within graduate assistant and lecturer 2.32%(6 0) of respondents are
345 from medical ward while 15.2%(28) are from nursing department. Many 30.4% (56) of
346 respondents have had 5010 years of experience while 13% (24) have had 10-15 years of
347 experience. This is in agreement with the study carried out in Nnamdi Azikiwe University,
348 Abia state (Chinwueba, 2007) were 21% had 6-10 years of experience and 13%(54) had 11-
349 15 years of experience. While majority of respondents are females (149).

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

359 All respondents 100% are aware of job satisfaction and most of them obtained their
360 information from educational institutions 57.8% (148) followed by health workers 20.3%
361 (52) and few 3% (8) obtained their information from newspaper. Majority of respondents
362 67.3% (12%) asserted that occupational stress is related to job satisfaction while few 32.6%
363 (60) considered them unrelated. This consistent with the study in UK which found out that
364 stress in some occupation have reported more than average on each of the factors such as
365 physical health, psychological well being and job satisfaction, (Sheena et al, 2005). Most of
366 respondents 82.3% (102) reasoned that stressful nature of job causes low turnover , work
367 related illness and few agreed that stress at work increases job effectiveness and
368 satisfaction 9.7%(12). Most of respondents considered occupational stress and job
369 satisfaction unrelated because all workers can be satisfied or dissatisfied regardless of the
370 stress they face at work i.e 63.3% (38) while few 8.3% (5) gave other reasons for considering
371 them unrelated. Most of respondents 84.8%(156) asserted that stress at work affects their
372 job satisfaction while few 15.2%(28) answered No. this is consistent with the study at Iran
373 (Abualrub, 2004) which states that stress is a contributing factor to organizational
374 inefficiency, high staff turnover, absenteeism because of sickliness decrease quality of care,
375 increased cost of health care and decreased job satisfaction.

376 Insufficient teaching facilities was the commonest stress encountered by the
377 respondents 42.6% (104), followed by heaving teaching load 34.4% (84) . Most of the
378 respondents are satisfied with their job i.e 69.6% (128) while few 30.4% (56) are not
379 satisfied with their job. This is in agreement with a study in Hongkong (Ahmadi and Allireza,

380 2006) which found out that most medical practitioners were generally satisfied with their
381 work.

382 Majority of the respondents 28.7% (60) are satisfied with their job because of the
383 respect and recognition for job, followed by good job design 22.9%(48) and then good
384 remuneration, job insecurity 29.6%(32) is the common reason why women respondents are
385 not satisfied with their job, followed by lack of time do all work and lack of freedom to
386 control one's working day i.e 22.2%(24) respectively. This is in contrast with the study in Iran
387 (Abualrub, 2004) where patient related stressors; interpersonal relationship and the
388 working environment were the reason for dissatisfaction.

389 Most of the respondents 86.9% (160) asserted that their level of experience
390 influence the coping with stress while few 13% (24) answered no. also, level of
391 experience/education affects most of the respondents positively 90% (144) and few 15%
392 (16) negatively. This is similar to the study in Abia state, Nigeria (Chinwueba,2007) where
393 70% of respondents have their level of experience/education affecting their coping with
394 stress and also there is a perfect positive relationship of (1.00) between job stress and job
395 satisfaction as influenced by the level of education.

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

399 **CONCLUSION**

400 occupational stress is one of the major reason for dissatisfaction at work as it affect the
401 physical,mental and social wellbeing thus leads to low performance at work.Most of the
402 respondent are satisfied with their job due to their level of knowledge and experience which
403 made it easier for them to cope well under stress.Hostile working environment,insecurity
404 and lack of holidays increases leads to stress among the nurse educators.It is therefore
405 important to create a secure working environment,holidays for workers among others to
406 improve hob satisfaction.

407

408 **RECOMMENDATIONS**

- 409 Based on the findings of this study, the following recommendations were made:
- 410 - Need for reduction of stress at work by provision of adequate teaching
 - 411 facilities by the government.
 - 412 - Provision of adequate working holidays and good job security by the university
 - 413 management.
 - 414 - Nurse educators should further encourage their students so as to boost proper
 - 415 performance in the student, and thus upgrading their satisfaction.

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