

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 were 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 a job is the commonest factor that enhances the respondent's job  
19 satisfaction 28.71% 960) and the satisfaction derived by respondents is that of impaction of  
20 knowledge 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 hazard for many workers especially nurses and nurse  
29 educators. Stress is a term that is widely used in everyday life with most people having an  
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 described 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 its different aspects. It is the extent to which people like  
43 (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction is necessary for 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 student 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 is 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 a task that demands a 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 workplace 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 heavy teaching assignment may neither have

67 good teaching nor effective nursing practice. A job that causes stressful state and a pressure  
68 to meet demands of different categories of individuals, accompanied with some neurotic  
69 fear of failure or being removed from office, anxiety or perhaps lack of self-actualization, is  
70 likely to result in stress and some form of job dissatisfaction.

71 In light of the above observations, the researcher felt the need to conduct a study to  
72 determine the relationship between occupational stress and job satisfaction among nurse  
73 educators at Ahmadu Bello University, Samaru Zaria.

#### 74 **RESEARCH OBJECTIVES**

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

#### 79 **RESEARCH QUESTION**

80 The research will answer the following questions,

- 81 1. What type of stress do nurse educators undergo?
- 82 2. Does the level of education has an 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.

#### 90 **LIMITATION**

91 The element of social desirability may have led some of the lecturers/nurse educators not  
92 filling true answers in the questionnaire.

93

94 **CONCEPTUAL FRAMEWORK.**

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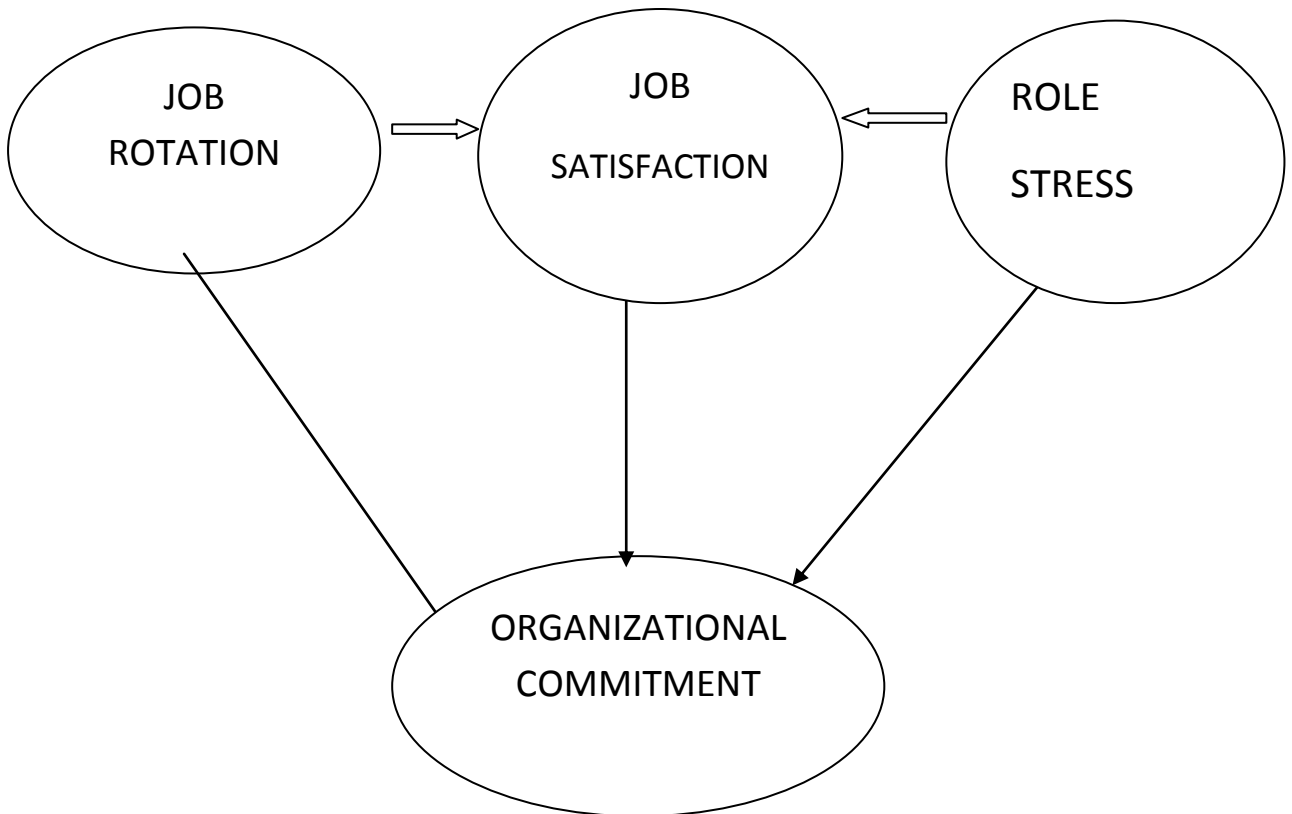
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105 **FIG 1:** Conceptual framework of the relationship among job rotation, job satisfaction,  
106 organizational commitment and role stress. ( Hamilton, 2007)<sup>2</sup>

107 From the above conceptual framework, it can be seen that job rotation affects job  
108 satisfaction, in the sense that rotation of a job especially the nursing profession which  
109 involves shift work, it usually cause stress on the nurses and thus it reduces the satisfaction  
110 they derive, most nurses and nurse educators are not satisfied with the shift work involved  
111 in their profession, especially the right shift work and this thus causes occupational stress.<sup>2</sup>

112 Role stress also is another factor that affects job satisfaction. The role of nurse  
113 educators in the nursing profession is tedious and as such affects job satisfaction. The fact  
114 that most of the clinical work is done by the nurses when compared to other health  
115 personnel also causes stress and negatively affects their satisfaction.

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

## 122 STRESS

123 Stress is derived from the Latin words "stinger" which means to draw tight. Stress has  
124 been a focus in medical science where it has been defined as a perturbation of the body's  
125 homeostasis. This demand for mind-body occurs when it tries to cope with incessant  
126 changes in life (Cooper et al 2002). In the organizational context, stress has been found to  
127 be experienced by employees due to job insecurity, performance expectation, technology  
128 changes and personal and family problems. Stress is believed to cause depression,  
129 irritation, anxiety, fatigue and thus lower self-esteem and reduced job satisfaction  
130 (Manivonnan et al., 2007)

131 Occupational stress is a condition wherein job-related factors, such as too many or too  
132 little works, fatigue from the physical strain of the work, poor career structure or lack of  
133 participation in decision making interact with the worker to change his/her psychological  
134 condition. It occurs when there is a discrepancy between the demands of the  
135 environment/workplace and an individual's ability to carry out and complete these  
136 demands. All workers have their own peculiar job-related stressors and that while there is  
137 little research to indicate which occupations are most stressful, there is a consensus among  
138 experts in the field that stress is less a function of the type of work than the condition of  
139 work (Parikh, 2004)

140 **OCCUPATION STRESS LEADS TO;**

- 141 a) **Hostile working environment:** When the working environment is not conducive or  
142 favourable, it tends to cause stress on the worker.
- 143 b) **Lack of recognition for good teaching:** Stress **occurs when** the workers' effort is not  
144 appreciated or comprehended and thus workers are not encouraged.☐
- 145 c) **Work overload with no leisure:** Workers working without **time forest** are said to be  
146 stressed up.
- 147 d) **Lack of recognition of recognition of extra job:** Extra job is sometimes performed by  
148 a worker who needs to be compensated and the extra job recognized, but when this  
149 is not done stress occurs.☐
- 150 e) **Lack of working facilities:** Working facilities help to make work easier and more  
151 favourable. But when there are no facilities, it tends to **pose stress** on workers  
152 (McNeely,2005)

153 **EFFECTS OF OCCUPATIONAL STRESS**

- 154 i. **Fatigue:** mental or physical tiredness, following prolonged or intense activity.
- 155 ii. **Headache:** pain felt deep within the skull.
- 156 iii. **Sleep disturbance:** Inability to rest and sleep or lack of refreshed sleep.
- 157 iv. **Eating disorders:** inappropriate or inadequate way of eating either starvation or  
158 overeating.
- 159 v. **Anxiety:** Generalized pervasive fear.
- 160 vi. **Stoke:** A sudden attack of weakness affecting one side of the body. It is the  
161 interruption to the flow of blood to the brain.
- 162 vii. **High blood pressure:** Elevation of the arterial blood pressure above the normal  
163 range expected in a particular age group.

164 viii. **Immune system dysfunction:** The destruction of organs responsible for immunity e.g  
165 lymphoid aggregates (Spleen, tonsils, gastrointestinal lymph tissue) (Landsbergis,  
166 2006).

## 167 **STRESS MODEL**

168 The demand control model and effort-reward imbalance model are the two work stress  
169 model that help to identify particular job characteristics important for employee's well  
170 being.☐

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

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

## 176 **SATISFACTION**

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

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

## 187 **FACTORS INFLUENCING JOB SATISFACTION**

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

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

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

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

205 Other influence on satisfaction includes;

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

## 209 **MODELS OF JOB SATISFACTION**

210 a) Affect theory

211 b) Dispositional theory

212 c) Two-factor theory (motivator-hygiene theory)☐

213 d) Job characteristics model

214 **Affect theory**

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

## 222 **Dispositional Theory**

223 Another well-known job satisfaction theory is the dispositional theory template. It is a  
224 general theory that suggests that people have innate dispositions that cause them to  
225 have tendencies towards a certain level of satisfaction, regardless of one's job. This  
226 approach becomes a notable explanation of job satisfaction in light of evidence that job  
227 satisfaction tends to be stable over time and across careers and jobs. Research also  
228 indicated that identical twins have similar levels of job satisfaction. (Bhattacharya,  
229 2004)<sup>2</sup>

## 230 **Two-factor theory (motivation Hygiene theory)<sup>2</sup>**

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

242 • **job characteristics model**

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

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

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

#### 254 **LINK BETWEEN JOB STRESS AND JOB SATISFACTION**

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

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

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

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

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

293           To assist the organization with assessing and managing workplace stress, researchers  
294 have devised a number of general stress scales and occupational stress scales. In recent  
295 years researchers have argued that occupation- specific and industry-specific stress Scales  
296 are more reliable and valid predictors of stress than general occupational stress scales. As a  
297 result of this argument, a great deal of recent stress research on various occupational  
298 groups (e.g. teachers, nurses and Police officers) have used occupational stress scale that  
299 are specifically designed for these groups (Bhattacharya, 2004).

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

## 305    **MATERIALS AND METHODS**

306    The design for this study was a descriptive survey.

### 307    **SAMPLE SIZE AND SAMPLING TECHNIQUE**

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

### 312    **INSTRUMENTATION**

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

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

### 320    **VALIDITY/RELIABILITY OF INSTRUMENT**

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

323

### 324    **DATA ANALYSIS**

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

### 327 **ETHICAL CONSIDERATIONS**

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

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

333 3. Confidentiality of respondents was strictly ensured.

### 334 **RESULTS AND DISCUSSION**

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

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

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

349 All respondents (100%) have heard about occupational stress, majority 40.9% (108)  
350 obtained their information from educational institution followed by health worker 37.9%  
351 (100) while few 4.6%(12) from friends. Work overload with no leisure is the commonest

352 source of stress among respondents. i.e 54.4% (148) ,followed by hostile working  
353 environment 22.1%(60) and 8.9%(29) by job insecurity, this is in contrast with the study in  
354 Abia state (Chinwueba, 2007) where qualification difference was the commonest source of  
355 stress (45.1%) while work overload and too much brain work causes stress among few  
356 respondents (17.8%). The commonest effect of occupational stress is fatigue 63.2% (172),  
357 followed by headache 17.7% (48) and their immune system dysfunction 11.7% (32).

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

375 Insufficient teaching facilities were the most common source of stress encountered by the  
376 respondents 42.6% (104), followed by heaving teaching load 34.4% (84). Most of the  
377 respondents are satisfied with their job i.e 69.6% (128) while few 30.4% (56) are not  
378 satisfied with their job. This is in agreement with a study in Hongkong (Ahmadi and Allireza,  
379 2006) which found out that most medical practitioners were generally satisfied with their  
380 work.☐

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

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

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

## 398 CONCLUSION

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

406

## 407 RECOMMENDATIONS

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

- 409 - Need for reduction of stress at work by the provision of adequate teaching  
410 facilities by the government.

- 411 - Provision of adequate working holidays and good job security by the university  
412 management.
- 413 - Nurse educators should further encourage their students so as to boost proper  
414 performance in the student, and thus upgrading their satisfaction.

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