

## **JOB STRESS AND JOB SATISFACTION AMONG LECTURERS OF TERTIARY INSTITUTIONS IN SOKOTO STATE, NIGERIA**

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### **Abstract**

*The main thrust of the study was to investigate job stress and job satisfaction among lecturers in Sokoto state tertiary institutions by employing the correlation research design. From the five state owned tertiary institutions, two hundred and sixty five (265) lecturers were drawn by the simple random sampling technique from a total of 851. One of the instruments used to collect data for this study was an adapted Job stress Test (TRST); its construct and content validity were ascertained by experts in the field and also its reliability coefficient of 0.76 was realized by test re-test method. The other instrument was an adopted Minnesota Satisfaction Questionnaire (MSQ 20) with an alpha coefficient of 0.95. With the use of Pearson product moment correlation the finding of hypothesis one revealed that there is significant relationship between job stress and job satisfaction. Also, with the use of t-test analysis, the findings of hypotheses two and three revealed that there is no significant difference in job stress of male and female lecturers as well as in their job satisfaction. A major recommendation offered was that both extrinsic and intrinsic motivations could be used in order to have the best outcome from the lecturers.*

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### **Introduction**

Stress is seen as a dynamic condition in which an individual is confronted with an opportunity, constraints or rewards related to what he or she desires for which the outcome is perceived to be both uncertain and important (Saleh, Abubakar & Keong, 2008). It is also seen as a perceived substantial imbalance between demand and response capability, under conditions where failure to meet demand has important perceived consequences. Stress is always mistaken as bad and negative. It must be noted that it also has a positive value. Positive stress may result in stimulating and enhancing work performance. A small amount of stress may positively encourage individuals to work harder while an excessive stress may result in negative effects hence, it is associated with constraints and demands (McGrawth, 1990). According to Maisamari (2002) stress could be identified as any pressure, strain or force on a system when used in relation to the cells of the body, it refers to the building of pressure, the strain of muscles tensing (that is the arousal of psycho-physiological system).

Stress may be classified as physical, physiological, psychological or social (McGrawth, 1990). This means that any event or activity that exceeds the ability of an individual reaction to a single event or situation, but arises through complex interaction of stressors. Stress is any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people and all people do not experience the same negative thoughts and feelings when stressed. Thus, from the above assertions, stress refers to two different things: situations that trigger physical and emotional reaction and the reactions themselves.

According to Stephen and Sandra (2007) job stress can affect one's health as well as home life. Low level of stress may not be noticeable; but slightly higher levels can be positive and challenging you to act in creative and resourceful ways. But high level can be harmful and can contribute to a chronic disease. Selye as cited in Ihuoma (2008) proposed a three stage model of stress response, which he termed the general adaptation syndrome. The three stages in the model are alarm, resistance and exhaustion. The alarm stage is a generalized state of arousal during the body's initial response to the stressor. In resistance stage, the body adapts to the stressor and continues to resist it with a high level of physiological arousal. When the stress persists for a long time, and the body is chronically overactive, resistance fails and the body moves to the exhaustive stage. In the exhaustive stage, the body is vulnerable to diseases and even death (Stephen & Sandra, 2007).

Hobfoll, Dunahoo, Ben-Porath, and Monnier, (1994) posits that subjective perceptions of stress are embedded in a social context and effects of individual coping which are viewed with regard to their social consequences in their theory of Conservation of Resources (CoR) Approach. Thus, many theorists emphasized stress as an individual phenomenon, although assuming that personal stress has social consequences to be considered (Lazarus & Folkman, 1984; Pearlin & Schooler, 1978). Lazarus & Folkman (1984) see interrole conflict as the extent to which a person experiences pressure within one role that are incompatible with the pressure that arise within another role and that the cumulative demands of multiple roles can result in role strain of two types: overload and interference. They maintain that overload exists when the total demands on time and energy associated with the prescribed activities of multiple roles are too great for the roles to be performed adequately or comfortably. Interference occurs when conflicting demands make it difficult to fulfill the requirements of multiple purposes.

Regardless of other factors, the process of teaching is, in itself, quite stressful. Teachers are responsible not only for imparting knowledge to groups of children, but also for keeping them under control and for teaching them appropriate social behaviour. Even disregarding variations in the children's motivation, past social behaviour and prior learning, this would be a challenging task. However, often the children's backgrounds, lack of motivation and so on make the task of teaching even more stressful. This is despite the recognition of some of the bureaucratic aspects of teacher stress, and measures to address it, teachers have to cope with a challenging and potentially day-to-day stressful job in a society that often portrays teaching in a less than favourable light

Teachers have problems, among which is the growing volume of demands which have been placed on their shoulders by changes in the education system. Teaching has always presented stresses and strains. But there can be little doubt that today's teachers are high amongst over-stressed professionals (Travers & Cooper as cited in Dennis, 2004). The stress that is inherent in teaching appears to be universal across nations and cultures, with studies from around the world documenting stress in teachers in locations as varied as China (Wang and Guo, 2007), South Africa (Van der Lindl, 2001), the Middle East (Al-Mohannadi and Capel, 2007), Australia (Hart, Wearing and Conn, 1995), the USA (Yoon, 2002), Canada (Chorney, 1998), Germany (Klusmann, Kunter and Trautwein, 2006), the Netherlands (Van Horn, Schaufeli and Taris, 2001), and the UK (PricewaterhouseCoopers, 2001). UK teachers fare particularly badly, with greater levels of stress and stress-related indicators than other European countries (Griva and Joeke, 2003), although a cross-cultural study of teachers in Australia and Scotland showed stress levels to be similar (Pithers & Soden, 1998).

Despite the recognition of some of the bureaucratic aspects of teacher stress, and measures to address it, teachers have to cope with a challenging and potentially stressful job day-to-day in a society that often portrays teaching in a less than favourable light. Some sources of stress for teachers are not directly related to the work involved in teaching and are beyond the control of the individual teacher, for example job security, resources and political issues in education. Although these stressors have a direct impact on teachers, and more changes are certainly needed on a societal level to reduce the stress on teachers. Some stressors affecting professional teachers include that they may lack respect for colleagues whom they feel are not truly committed to the job; they may have problems with management, feeling that the students' education is not always the top priority; they may feel unhappy that standards of education have deteriorated and feel their

professionalism is being undermined by various political changes; they may feel unappreciated by students and they may feel constrained by regulations that have restricted what they teach and the way that they teach.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors. It is also a positive emotional state resulting from the appraisal of one's job situation and is linked with the characteristics and demands of one's work. One thing is common in the series of definitions given by different authors, and that is, recognition of the fact that an individual's expression of job satisfaction is an emotional affective personal response as a result of his estimation of the degree to which some facts of job reality is congruent or incongruent with his values. Job satisfaction is not a matter of need fulfillment although an individual's needs may be fulfilled; his feelings of satisfaction will depend very much on whether he thinks that he compares favourably with other people in similar jobs, positions or places. The notion of equity is therefore to be seen as an important element in the definition of job satisfaction.

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies (1924–1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that noble changes in work conditions temporarily increase productivity (called the *Hawthorne Effect*). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction. Scientific management (aka *Taylorism*) also had a significant impact on the study of job satisfaction. Taylorism contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. Some argue that *Maslow's hierarchy of needs* theory, a motivation theory, laid the foundation for

job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

Thus, job satisfaction can be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. It can be also understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

### **Statement of the Problem**

It is a common fact that schools are so over populated by students that you can easily find a class containing more than hundred students, which also always raised the question of class control and effective teaching/learning delivery. The stressful situation of too much workload, administrative bottlenecks and strangling policies under which teachers are operating added to teaching hectic and demanding nature. Upon all this is the fact that most teachers no longer have interest in what they are doing. These and many reasons were behind the rationale for conducting this study on job stress and job satisfaction among lecturers in Sokoto state tertiary institutions.

### **Research Objectives**

Specifically the study has the following objectives:

1. To find out if there is any relationship between job stress and job satisfaction among lecturers in Sokoto state tertiary institutions.
2. To find out if there is any difference in job stress of male and female lecturers in Sokoto state tertiary institutions.
3. To find out if there is any difference in job satisfaction of male and female lecturers in Sokoto state tertiary institutions.

### **Research Questions**

The following research questions were posed to guide the conduct of the study:

1. Is there any relationship between job stress and job satisfaction among lecturers in Sokoto state tertiary institutions?
2. Is there any difference in job stress of male and female lecturers in Sokoto state tertiary institutions?

3. Is there any difference in job satisfaction of male and female lecturers in Sokoto state tertiary institutions?

### **Research Hypotheses**

To achieve the objectives of this study, the following null hypotheses were postulated:

1. There is no significant relationship between job stress and job satisfaction among lecturers in Sokoto state tertiary institutions.
2. There is no significant difference in job stress of male and female lecturers in Sokoto state tertiary institutions.
3. There is no significant difference in job satisfaction of male and female lecturers in Sokoto state tertiary institutions.

### **Research Design**

The study used the correlation survey design. A correlation study can be used to know if a relationship exists between variables but does not indicate causation.

### **Population**

The population of this study comprises of all the lecturers in the state owned tertiary institutions of Sokoto state. A total number of five tertiary institutions were found in Sokoto state with a total population of eight hundred and fifty one (851) (Department for Higher Education Sokoto, Sokoto State, 2011).

### **Sample and Sampling Technique**

The samples for this study were drawn from all the five tertiary institutions in the state through the proportionate sampling method. The institutions were all deliberately selected because of their small number and in order to have an accurate and adequate generalization. Two hundred and sixty five (265) subjects for this research were drawn by the simple random sampling technique. This total number was arrived at by consideration of Krejcie and Morgan (1970) Table for Determining Sample Size.

### **Instrumentation**

The instruments used to collect data for this study were (i) an adapted Job stress Test (TRST) and (ii) an adopted version of the Minnesota Satisfaction Questionnaire (MSQ 20). The Job stress Test developed by Hartney (2008) consists of a list of 20 statements for which

respondents chose 'yes' or 'no', depending on whether the statement was true of them. The stress test was to help understand whether they are performing optimally, or whether they are under too much stress. The results of the test provided information on how stressed individuals were at work, at the time of taking the test. Thus, the current researcher adopted the instrument for use in this study in suit the culture and social set up of the respondents.

### **Validity of the Job stress Test**

The instrument was given to experts in the fields of Counselling and Psychology in the Department of Educational Foundations, UDU Sokoto, Federal College of Education (T), Gusau and College of Education, Maru to obtain independent judgments to indicate the degree to which the instrument measured what it claims to measure. At the end, the test items were considered to possess both construct and content validities. Therefore, the current researcher accepted the instrument for use.

### **Reliability of the Job stress Test**

Using a population of 80 lecturers from Federal College of Education (T), Gusau and College of Education, Maru, a test re-test, with an interval of four weeks between the first and second administration of the instrument, was carried out. With the use of Pearson product moment correlation coefficient, a reliability co-efficient of 0.76 was obtained. This was considered to be good enough for use for the study.

### **The MSQ 20**

The Minnesota Satisfaction Questionnaire (MSQ 20), that was adopted for this study, assesses twenty different areas that pertain to the job. These areas among others include autonomy, job variety, recognition, opportunity for promotion, the nature of work, the work environment and taps into the way policies are put into place. Items are rated on a five point Likert scale which ranges very dissatisfied to very satisfied (Friedenberg, 1995).

### **Reliability of the MSQ 20**

Labuschagne, Bosman, and Buitendach (2005) reported that the alpha coefficients for the MSQ 20 range from 0.87 to 0.95, which supports the internal consistency of the scale.

## Validity of the MSQ 20

Mitchell (1994) indicated that “evidence for the validity of the MSQ came from the instrument’s performance according to theoretical expectation and from construct validation studies based on the theory of work adjustment” (p. 961).

Overall these studies suggest that the MSQ 20 is reliable and valid.

## Method of Data Analysis

Pearson moment correlation coefficient was used in analyzing hypothesis one while t-test was used in analyzing hypothesis two and three.

## Presentation and Analysis of Data

**H0<sub>1</sub>:** There is no significant relationship between job stress and job satisfaction of lecturers in Sokoto state tertiary institutions.

This hypothesis was tested by correlating the responses on job stress and job satisfaction and was presented in table 1.

Table 1: Relationship between Job stress and Job Satisfaction of Lecturers in Sokoto State Tertiary Institutions.

Variables	N	Mean	Std. Deviation	<i>r</i> -Cal	<i>p</i> -Value	Decision
Job stress	265	28.94	3.045	-.149	.015	H <sub>0</sub> Rejected
Job Satisfaction	265	70.59	11.081			

Table 1 shows that the relationship between job stress and job satisfaction though negative was significant, Pearson’s  $r(263) = -.149$ ,  $p = .015$ . This indicates a significant relationship between job stress and job satisfaction because the p-value is less than the .05 level of significance. Therefore, H<sub>0<sub>1</sub></sub> which states that there is no significant relationship between job stress and job satisfaction of lecturers in Sokoto state tertiary institutions is rejected. This means that job stress of lecturers in Sokoto state tertiary institutions plays an important part in their job satisfaction.

**H0<sub>2</sub>:** There is no significant difference in job stress of male and female lecturers in Sokoto state tertiary institutions.

This hypothesis was tested by subjecting the male and female scores on job stress of the lecturers to a t-test analysis and was presented in table 2.



Table 2: Difference between Male and Female Lecturers' Job stress in Sokoto State Tertiary Institutions.

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Female	114	29.04	3.16	.466	.642	H <sub>0</sub> Accepted
Male	151	28.87	2.97			

Table 2 shows that the difference between male and female lecturers' job stress though positive was not significant,  $t(263) = .466$ ,  $p = .642$ . This indicates no significant difference between male and female lecturers' job stress because the p-value is more than the .05 level of significance. Therefore, H<sub>02</sub> which states that there is no significant difference in job stress of male and female lecturers in Sokoto state tertiary institutions is accepted. This means that both male and female lecturers in Sokoto state tertiary institutions have almost the same stress experiences relating to their teaching jobs.

**H<sub>03</sub>:** There is no significant difference in job satisfaction of male and female lecturers in Sokoto state tertiary institutions.

This hypothesis was tested by subjecting the male and female scores on job satisfaction of the lecturers to a t-test analysis and was presented in table 3.

Table 3: Difference between Male and Female Lecturers' Job Satisfaction in Sokoto State Tertiary Institutions.

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Female	114	71.32	10.526	.934	.351	H <sub>0</sub> Accepted
Male	151	70.04	11.49			

Table 3 shows that the difference between male and female lecturers' job satisfaction though positive was not significant,  $t(263) = .934$ ,  $p = .351$ . This indicates no significant difference between male and female lecturers' job satisfaction because the p-value is more than the .05 level of significance. Therefore, H<sub>03</sub> which states that there is no significant difference in job satisfaction of male and female lecturers in Sokoto state tertiary institutions is accepted. This means that there is no difference in the job satisfaction of male and female lecturers in Sokoto state tertiary institutions.

## **Summary of Findings**

From the result of the study, the main findings are that:

1. There is a relationship between job stress of lecturers in Sokoto state tertiary institutions and their job satisfaction.
2. There is no significant difference in the male and female lecturers' job stress.
3. There is no significant difference in the male and female lecturers' job satisfaction.

## **Discussion of Findings**

The finding that there is significant relationship between job stress and job satisfaction of lecturers in Sokoto state tertiary institutions is in support of other studies like Sparks and Cooper (1999) as cited in Griva & Joekes (2003) that linked a number of aspects of working life to stress, Bogg and Cooper (1995) and where mental ill health was predicted by the pressure associated with the role of management and job dissatisfaction was predicted by job constraints. Furthermore, stress has been associated with important occupational outcomes of job satisfaction, organisational commitment and employee withdrawal behaviour (Naumann, 1993; Tett and Meyer, 1993 and Williams and Hazer, 1986 as cited in Bogg and Cooper (1995). On the contrary, the result is not supported by studies like that of Davis and Wilson (2000) as cited in Karney, Story and Bradbury (2005) and McCormick (1997) as cited in Yoon (2002). Generally, from qualitative and quantitative data, studies like that of Otto (1986) as cited in Chorney (1998) reported that occupational stress was highest among the most dissatisfied teachers and lowest among the satisfied. Otto also cautioned that satisfied teachers were not without stress and this suggests that the relationship between stress and satisfaction is more complex. Since direction of causality cannot be specified for job satisfaction and occupational stress it was concluded that they influence one another. Given the multi-dimensional nature of both, the diversity of relationships discussed above may be expected and may be also attributed individual differences, such as resilience and work motivation. It is a known fact that teaching is one of the strenuous jobs and as such the extent of its stress goes hand in hand with its satisfaction. Some people engaged in teaching are not doing it for the love of it but just due to some other compelling factors but, some really do love it. Lecturing is one of the prestigious jobs in this country and such some people join it just for that while others joint it because of the love they have for it. Thus, there are then both intrinsic and

extrinsic motives for engaging in it and these, to a great extent, give satisfaction and increase, upheld and maintain this motivation to lead to satisfaction.

The findings that there are no significant difference in job stress and job satisfaction of male and female lecturers is in accord to the studies by DeFrank and Ivancevich (1998) as cited in Griva and Joeke (2003) and Borg and Riding (1997) which reported that demographic characteristic of “sex” was related to the level of job stress and satisfaction. They are also in accord to the study of Sullivan and Bhagat, (1992) and to Lewin's (1951) as cited in Lewis, 1999) conclusion that a person's behaviour is determined by the interaction between his or her personal characteristics and environmental factors which can influence teachers' satisfaction. This is true considering the fact that no great distinction is made between male and female lecturers when it comes to job demand. In other words, both the male and female lecturers are assign jobs equally with no special regard as to being female or not and it is observed that the lecturers have to also cope with the demands of their families and personal lives. They engage in the teaching having to deal with an equal huge number of students and tedious work load. As such, it is a common expectation that the type of stress the females have to endure with is not that much different from that of the males. When it comes to job satisfaction, there are many things to consider in concluding that there shouldn't be a difference, among which, are that of sharing the same job remunerations, receiving the same personal prestige, and having the same societal recognition. Such things are what are regarded as both intrinsic and extrinsic motivations to job performance and which to a great extent determine job prosperity and retention.

### **Counselling Implications**

The implications for counselling for teachers that can be inferred from this study are that

1. Seminars and workshops on labour development and productivity should be organized by the appropriate authorities where issues that enhance qualitative job outcome and reduce stress should not be left out.
2. Counselling relaxation techniques like fractional relaxation, progressive relaxation, still ball and stress coping strategies should be adequately utilized by such lecturers and by extension all civil servants. They should find better ways to cope by looking at how they have been dealing with stress. These can be achieved by falling back on the inherent information services embedded in counselling.

3. Counsellors should play a role by counselling workers on leisure activities they should engage which will be deliberately and carefully chosen by the individuals and which will prove self fulfilling. Such leisure activities should help workers feel relax and reduce the monotony of the job's stressful chores.

## **Conclusion**

From the findings and discussion of the results, it was concluded that there is relationship between job stress and job satisfaction of lecturers in Sokoto state tertiary institutions. Also, there are no differences in job stress and job satisfaction of male and female lecturers in Sokoto state tertiary institutions.

## **Recommendations**

The following recommendations are put forward based on the findings of the study:

1. Job stress plays an important role on job satisfaction therefore both extrinsic and intrinsic motivations could be used in order to have the best outcome from the lecturers.
2. More workers should be employed as this will reduced job stress of both male and female lecturers. This is to reduce the present lopsided students-teacher ratio condition the lecturers are experiencing and also take off the load of other works that they are not meant to be doing.
3. Both male and female lecturers should be adequately taken care of in terms of remunerations to maximize their best outcomes.

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