

Review Importance Rate of some Effective Factors on Job Stress (Case Study: Damghan City High Schools Teachers)

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Abstract: This study aims finding some factors, which affect job stress in teachers. The population is high school teachers in Damghan city in the academic year of 90-91 and the amount of sample according to Cochran formula is 106 people who were chosen by a random sampling method. The tool for data gathering was the job stress questionnaire by Tomas et al with a 5-scale likert questionnaire. The creditability, according to the cronbach's alpha, is 0.84. The methodology in this study is descriptive statistics of a surveying type and data analysis were conducted using descriptive statistics (frequency tables, percentages, mean and standard deviation) and inferential statistics (tests of the Kolmogorov - Smirnov, Chi - square, ANOVA, t - test for two independent variables Friedman) by spss software. The results show that affecting factors in order of importance are the duty time, the job's nature, communications, the organizational policy, the organizational situation, environmental factors, and personal factors. Moreover, the job stress is different between different ages and marital status and the duration of employment make difference for job stress.

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Introduction

This century beside every other name, could be named as the century of anxiety (Ebrahimi Ghavam 1388). In the current century, stress is involved in a major part of personal lives like workplace, society, etc. one of the most common problems in work lives and health in this sophisticated industrial life is stress (Azad Marzabadi and Gholami Fesharaki 1390). Now that a big part of our daily needs is gained through working in workplaces, knowing the stress phenomenon and the ways to control it in the workplace is of a high importance (NIOSH 2002). In every individual's life, stress comes from many resources such as the job (Ansari et al 1389). In fact, jobs play an important role in daily life and of course in the wellbeing and health. Although, job is very important in the terms of making money to afford a life, it is also a resource of stress (Long 1995). Stress can be generally referred to as aggregation of stressing factors and the situation that are generally accepted to be stressing (Ross & Altmaier 1385). Regarding these facts and the importance of stress in daily life and in organizations survival so that they spend billions of dollars a year associated with the problems of stress, we must study the role of stress in organizational problems more delicately (Wuestner 2002). There is no doubt that the most appropriate way to reduce the effects of stress is to recognize the factors which cause stress. Findings could be used as

a stress controller in management plans (Salehi and Davoodi Limoni 1384)

During last decades, there have been a number of studies on resources and affecting factors of stress. Some are mentioned as (Cooper 1986): one. Job-related resources (job situation, urgent times, life responsibility) two. Organizational role (job ambiguity, job interference, responsibility interference) three. Professional progress (job promotions being high frequented or low, lack of safety, unsatisfactory) four. Professional relationships (lack of relationship with the manager, employees and colleagues, problems in giving responsibilities) five. Organizational structure and atmosphere (lack of cooperation in decision making processes, limitations in decision making processes, general policy which leaves consultation behind) (Ostovar 1387).

Davis et al 1991 recognized 10 stressing resources in workplaces that are ambiguity about the future of the job, lack of control, cause and effect (performance assessment), interference, job unfamiliarity, workplace, interference of the roles, heavy responsibilities, light responsibilities, and job ambiguity (Davis et al 1991). In addition, Osvanson 1997 named lack of safety, heavy responsibilities, role interference, the way of internal assessment, and having hopes for the future (Jazni et al 1389). Bradford 2003 believes that, the characteristic, the

organizational system, lack of support, job pressure and responsibility, organizational interaction and performance feedback are the main reasons for stress (Jazni et al 1389)

Thomas et al 2005 (this study is based on theirs) believe that some factors affecting the job stress are: job's nature (heavy load of work, the technical nature of the job, challenges in the job), working time (volume of work, non-constant working hours, pressure, hard frameworks of time limits), organizational policy (inadequate knowledge of organizational goals, conflicts between different applications in the job, compatibility issues with the changing nature of jobs, inadequate space for innovation, the bureaucracy), position or organizational position (ambiguity on job requirements, inadequate power or freedom to make decisions, inadequate salaries, lack of guidance and counseling regarding the job, lack of promotion opportunities, lack of job stability), environmental factors (attitudes of managers, role conflicts, unfair allocation of workloads, poor working environment, dangerous working conditions), relationships (the low appreciation for the work done, having difficulties and problems with management style, poor communication with colleagues, managers and supervisors, poor communication with opposing players), personal factors (having difficulties and problems in applying capabilities, lack of opportunity to learn new skills, conflict between work and family, not enough holidays). (Thomas et al 2005).

According to Antonio (2006) with regard to certain situations which makes it a stressful job, sources of stress can be divided into two groups: the first group of exogenous forces (including unfavorable positions, heavy work load, lack of support) and the second group of endogenous pressures (eg, personality characteristics). (Antonio, 2006) and Springer (2007) believes sources of stress in employees are lack of proper instructions, fear of future, uncertain employment, workplace relations, family connections and workload. (Jazni 1389)

Jazni et al 1389 conducted a study on "the factors causing job stress and the ways to manage them" and the results showed that the stress level among employees in the third region of Gas operations in Iran is considerably high and the most important factors in this stress are ambiguity in job, lack of control, and performance assessment. Also Molaei et al 1390 did a survey entitled "studying the level of job stress and some affecting factors in female employers in Ardebil in 1388". The results showed that 62.8 percent of female employees suffer stress, the average 5/36 percent have severe stress, there is a statistically significant relationship between the stress, and the number of children, education

level, place of residence, work experience, number of hours worked, daily shifts, employment status, history of physical illness and mental illness.

Salehi and D. Limón (1384) did a study entitled "Factors Affecting Job Stress in staff and faculty members of Islamic Azad University, Mazandaran". The results found that individual factors include variables (financial problems, family expectations, lack of familiarity with the tasks, lack of management support and low salary). organizational factors including variables (evaluation unfair, unequal salary, lack of participation in decision making, lack of opportunity for growth and transfer responsibility and promotion for more than one person). In addition to environmental variables (lack of resources and appropriate technology, low salaries compared to other organizations, poor organization and lack of innovation and the dense physical location of organization) affects the staff and faculty members. In addition, Chan et al (2010) have done a study entitled "Work Stress elementary and secondary school teachers in Hong Kong" and the results showed that, long working hours and overtime, reforming the education system, the school's exterior, pursuit of education, responsibility, learning management and student behavior are the most important sources of work stress in teachers. In addition, Lee and Shin (2010) have done study entitled "Evaluation of the results of the stress test results and information». The results divided stress into three categories: physical factors (6 factors), psychological factors - social (35 factors) and environmental factors (21 factors). Avlaytan et al (2010) also study entitled "Prevalence of stress among elementary school teachers in southwest Nigeria" to achieve such results that main sources of stress, include; fellow teachers, parents, curriculum, assessments, students, community, teaching environment, income, and principal. The differences amongst teachers is in the terms of age and sex although about experience and teaching methods there was no significant differences. Ahsan (2009) also conducted a survey entitled "Survey of occupational stress on job satisfaction among academic staff Malaysia" concluded that in Malaysian faculty professors four factors; the conflict (work-home), long hours of work pressure, role ambiguity and performance pressure are closely related to their job stress and between job stress and job satisfaction there is a significant, negative relationship. In addition, Nyshytany et al (2009) conducted a study entitled "The effect of nutrition on obesity in Japanese male employees and job stress" came to the conclusion that a lot of work (and a little time to do quality work time) is positively related to mental stresses like depression and anxiety. While,

negatively related to job stress, emotional freedom has no special relationship with physical pressures.

One of the critical jobs in the community that is of paramount importance and has great influence on the current state and future of the community is teaching. Like almost all other jobs teaching possesses its own stressors. (Dehshiri 1384). Stress is a common phenomenon in the teaching profession. Teachers in different base periods vary from mild to severe; all levels of job stress have been reported. According to reports made in various countries, the teaching profession is one of the ten stressing jobs and one-third of teachers believe that teaching profession is intense and highly stressful. In two ways, stress can reduce the quality of teaching. First, if teachers find teaching career stressful; they may consent to reduce employment in the profession. This will dissuade them. Second, severe stress may reduce the quality of interaction between teachers and students in the classroom. In general, the adverse effects of stress on teachers, students, and learning environments are frustration, negative attitudes toward school, teachers taught in low efficiency and negative beliefs (Tahri et al 1389).

In this study, we are going to go to school, which is times and times stressful for the staff and students. The overall goal of this research is to identify factors that contribute to teachers' stress. Assumptions as well as the research questions are:

The main question: What factors are involved in Dameghan city secondary school teachers and how to prioritize them in terms of importance of these factors?

Assumptions:

- 1) stress is involved in the nature of teachers' work.
- 2) stress is involved in task time of teachers.
- 3) Organizational policies on teacher stress is involved.
- 4) Organizational role is involved in stress.
- 5) Teacher stress and environmental factors are involved.
- 6) The relationship between teachers is involved with stress.
- 7) Personal factors in teacher stress is involved.
- 8) Occupational stress among teachers is different in different age groups.
- 9) Occupational stress among female teachers and male teachers is different.
- 10) Occupational stress among teachers of different service years is different.
- 11) Occupational stress among teachers varies by marital status.

Methodology

In the terms of purpose, this study is practical and in the terms of methodology, it is a

survey in descriptive type. The population studied in this research is Damghan city high school teachers, including 353 teachers (160 males and 193 females) in the academic year from 91 to 1390. Using Cochran formula, 106 (58 women and 48 men) were obtained from the sampling method for classification, and data collection tool in the survey was Thomas et al questionnaire with the Likert five-point scale. The validity of the questionnaire was confirmed through interviews with qualified teachers. reliability is also based on Cronbach's Alpha which is 84/0. The questionnaire includes 33 questions of five options, including the nature of the relationship of stress and work, work, politics, organization, position (role) organization, environmental factors, personal factors and relationships. Data was analyzed using descriptive statistics (frequency tables, percentages, mean and standard deviation) and inferential statistics (tests of the Kolmogorov - Smirnov, Chi - square, ANOVA, t - test for two independent variables Friedman) by spss software.

Findings

Based on the Kolmogorov - Smirnov became clear that the data are non-normal so, In order to test the assumptions of a parametric test seven chi - square is used.

Hypothesis 1: stress is involved with the nature of teachers' work.

Definition and test of statistical hypothesis 1:

H₀: the nature of the work is not involved in the teacher's job stress.

H₁: The nature of work is involved in job stress.

Table 1: Observed and expected frequency and the difference in the nature of work

Categories	observed frequency	expected values	Differences
nonsignificant	3	26.5	-23.5
Somewhat important	22	26.5	-4.5
important	56	26.5	-29.5
Very important	25	26.5	-1.5

Table 2: Results of the chi-square test of nature of work

Statistics	54.52
Degrees of freedom	3
Significance(sig)	0/000

As you can see in table.2, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and with 95% confidence level can be said

that stress is involved in the nature of teachers' work. Let us reject H_0 and H_1 assumption is confirmed. Hypothesis 2: stress is involved in the time of teachers' work.

Definition and test of statistical hypothesis 2:

H_0 : the time of the work is not involved in the teacher's job stress.

H_1 : The time of work is involved in job stress.

Table 3: Observed and expected frequency and the difference in the time of work

Categories	observed frequency	expected values	Differences
Somewhat important	4	35.3	-31.3
important	42	35.3	6.7
Very important	60	35.3	24.7

Table 4: Results of the chi-square test of time of work

Statistics	46/26
Degrees of freedom	2
Significance(sig)	0.000

As you can see in table.4, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and with 95% confidence level can be said that stress is involved in the time of teachers' work. Let us reject H_0 and H_1 assumption is confirmed.

Hypothesis 3: stress is involved in the policy of teachers' work.

Definition and test of statistical hypothesis 3:

H_0 : the policy of the work is not involved in the teacher's job stress.

H_1 : The policy of work is involved in job stress.

Table 5: Observed and expected frequency and the difference in the policy of work

Categories	observed frequency	expected values	Differences
Somewhat important	6	35.3	-29.3
important	66	35.3	30.7
Very important	34	35.3	-1.3

Table 6: Results of the chi-square test of policy of work

Statistics	51.01
Degrees of freedom	2
Significance(sig)	0.000

As you can see in table.6, Chi - square indicates that significance level equal to 000/0 is less

than 0/05 and with 95% confidence level can be said that stress is involved in the policy of teachers' work. Let us reject H_0 and H_1 assumption is confirmed.

Hypothesis 4: stress is involved in the position of teachers.

Definition and test of statistical hypothesis 4:

H_0 : the position of the teachers is not involved in the teacher's job stress.

H_1 : The position of teachers is involved in job stress.

Table 7: Observed and expected frequency and the difference in the position

Categories	observed frequency	expected values	Differences
Somewhat important	7	35.3	-28.3
important	82	35.3	46.7
Very important	17	35.3	-18.3

Table 8: Results of the chi-square test of position

Statistics	93.86
Degrees of freedom	2
Significance(sig)	0.000

As you can see in table.8, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and with 95% confidence level can be said that stress is involved in the position of teachers. Let us reject H_0 and H_1 assumption is confirmed.

Hypothesis 5: stress is involved in the environmental factors.

Definition and test of statistical hypothesis 5:

H_0 : the environment is not involved in the teacher's job stress.

H_1 : The environment of work is involved in job stress.

Table 9: Observed and expected frequency and the difference in the environment of work

Categories	observed frequency	expected values	Differences
nonsignificant	22	35.3	-13.3
important	71	35.3	35.7
Very important	13	35.3	-22.3

Table 10: Results of the chi-square test of environment of work

Statistics	55.15
Degrees of freedom	2
Significance(sig)	0.000

As you can see in table.10, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and

with 95% confidence level can be said that stress is involved in the environmental factors. Let us reject H₀ and H₁ assumption is confirmed.

Hypothesis 6: stress is involved in the relationships.

Definition and test of statistical hypothesis 6:

H₀: The relationship is not involved in the teacher's job stress.

H₁: The relationship is involved in job stress.

Table 11: Observed and expected frequency and the difference in the relationship

Categories	observed frequency	expected values	Differences
Somewhat important	21	35/3	- 14/3
important	71	35/3	35/7
Very important	14	35/3	- 21/3

Table 12: Results of the chi-square test of relationship

Statistics	55/15
Degrees of freedom	2
Significance(sig)	0/000

As you can see in table.12, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and with 95% confidence level can be said that stress is involved in the relationships. Let us reject H₀ and H₁ assumption is confirmed.

Hypothesis 7: stress is involved in the personal factor.

Definition and test of statistical hypothesis 7:

H₀: the personal factor is not involved in the teacher's job stress.

H₁: The personal factor is involved in job stress.

Table 13: Observed and expected frequency and the difference in the personal factor

Categories	observed frequency	expected values	Differences
Not important	3	21.2	-18.2
nonsignificant	48	21.2	26.8
Somewhat important	35	21.2	13.8
important	18	21.2	-3.2
Very important	2	21.2	-19.2

Table 14: Results of the chi-square test of personal factor

Statistics	76/35
Degrees of freedom	4
Significance(sig)	0/000

As you can see in table.14, Chi - square indicates that significance level equal to 000/0 is less than 0/05 and

with 95% confidence level can be said that stress is involved in the personal factors. Let us reject H₀ and H₁ assumption is confirmed.

Hypothesis 8: stress differs in different age groups.

Definition and test of statistical hypothesis 8:

H₀: stress does not differ in different age groups.

H₁: stress differs in different age groups.

Table 15: ANOVA test for hypothesis 8

factor		Sum of Squares	df	Mean Square	F	Sig.
stress	Between	5015	3	1671	34	0.0
	Within	4881	102	47		
	Total	9897	105			

Regarding table 15. In which the level of meaningfulness is less than 0.05, H₀ is rejected and H₁ is confirmed. So job stress does differ in different age groups. Also results show that as teachers grow older their level of stress decreases.

Hypothesis 9: stress varies in 2 genders.

Definition and test of statistical hypothesis 9:

H₀: stress doesn't vary in 2 genders.

H₁: stress varies in 2 genders.

Table 17: ANOVA test for hypothesis 9

level	Mean	Std. Deviation	t	df	sig
female	113.12	9.0690	1.59	104	0.11
male	110.12	10.2865			

Regarding table 17. In which the level of meaningfulness is less than 0.05, H₁ is rejected and H₀ is confirmed. So stress doesn't vary in 2 genders.

Hypothesis 10: stress varies for different years of service.

Definition and test of statistical hypothesis 10:

H₀: stress does not vary for different years of service.

H₁: stress varies for different years of service.

Table 18: ANOVA test for hypothesis 9

factor		Sum of Squares	df	Mean Square	F	Sig.
stress	Between	7405	5	1481	59	0.0
	Within	2491	100	24		
	Total	9897	105			

Regarding table 18. In which the level of meaningfulness is less than 0.05, H₀ is rejected and H₁ is confirmed. Stress is different among different years of service. Also the average of stress among different service years shows that with more years of services comes lower level of stress.

Hypothesis 11: stress varies from married to single teachers.

Definition and test of statistical hypothesis 11:

H₀: stress does not vary from married to single teachers.

H₁: stress varies from married to single teachers.

Table 20: ANOVA test for hypothesis 11

level	Mean	Std. Deviation	t	df	sig
single	17/56	9/67241	2/8	104	0.0
Married	10/58	9/33381			

As you can see with level of meaningfulness being less than 0.05, H₀ is rejected and H₁ is confirmed. Stress is different among different years of service. So job stress is different between married and single teachers.

In this section, we seek to answer the question of ranking the factors base on their importance, which we did through Friedman test. Based on this test; the average ranking of each factor is expressed.

Table 21: Average ranking of Factors Affecting Job Stress

Average ranking	Factors Affecting Job Stress
Time of work	6.31
Nature of Work	5.20
Relations	5.13
Organizational policy	3.49
Position	3.03
Environmental factors	2.61
Personal Factors	2.23

Based on the results of this prioritization, time, and nature of work and relationships rank first to third respectively into. Institutional policy position (role), environmental factors and personal factors are next in rank.

Result and Discussion

Occupational stress is a growing global experience. Job stress is a major risk factor in mental and physical illness and it affects the performance. It generally occurs when the abilities, capabilities and demands does not fit the person's needs. Furthermore, stress is one of the most important issues in the study of organizational behavior. For various reasons, it is important to human resources management and causes damage and losses to many individuals and organizations. Evidences suggest that the kinds of jobs are important is stress so that

workers in high responsibility jobs such as teachers are more sensitive to stress.

As the findings of study shows, the work, nature of work, relationships, policies, position (role), environmental factors and personal factors, are involved in stress of the teachers. Thus, the present results, which were obtained from teachers of secondary school in Dameghan, suggest that pay more attention to the Brvaml especially when it involves (a small amount of work, time frame to work hard, non-fixed working hours and pressure), the nature of work (including a high volume of quality work, highly specialized nature of the work requires a lot of interaction with people and challenges in career low) and relationships (including little appreciation for the work done, despite difficulties and problems with the management style of managers, poor communication with colleagues, managers and fellow players or the opposition) can reduce stress.

In some other countries as well as Iran, there has been studies on the stress resources, some of which are in consistency with ours. Including: High time pressure and working relationships with colleagues, interact much (KeyRykv, 2001), lack of career development (Hughes, 2006), the volume of work and inadequate wages and benefits (KeyRykv and Satklyf, 1978) co-workers, and school officials. and school administrators (Avlaytan et al, 2010) long working hours and the volume of work (Chan et al, 2010) high working pressure (Maki M, et al, 1389) time pressure to get things done (Habibi et al, 1386), lack of promotion opportunities employment, few and poor communication between colleagues, managers, management style (Ansari et al, 1389). Based on the results of a study occupational stress among teachers in different age groups and duration of service. So that when the age or service years increases, stress decreases. In addition, single teachers are more stressed than the married ones. These results confirm those of (Mrzabady Azad and Gholami Fesharaki, 1390). The results of this study also showed that job stress among male and female teachers is not different. This is also consistent with the result of the (Rahimi et al, 1383) and (Chan et al, 2010). Due to job stress factors identified here, suggestions are made for reducing these factors, both to the teachers and the schools.

1. Regarding the fact that quality and quantity of workload is very important in stress, teachers can reduce their stress via time management. So teachers should strengthen and execute the 9 managerial principles including: Awareness of time, the prioritization, planning time, opportunities to coordinate things, do things less

- quickly, avoid failure, the fact of being able to say no and assigned the responsibility.
2. Assign duties to teachers with skills and expertise in a way that they match.
 3. Providing and correcting papers and preparing in school time to reduce the workload of teachers.
 4. develop clear job definitions in a way that is far from obscure, as well as the organizational goals and expectations are clearly to everyone.
 5. Paperwork and bureaucracy is minimized.
 6. make decisions based on consultation with teachers and administrators in matters related to their experiences.
 7. Extra tasks and remedial classes should fit teachers' experience, and the times should be set regularly and in a timely manner in order to reduce stress and problems.
 8. improvement of the physical environment and create a pleasant working environment for teachers and increase the number of teachers praise and appreciate the efforts and progress.
 9. improve communication between teachers and other school staff as well as supporting the development of collaboration to solve their problems.
 10. legitimize the idea of problem solving as a group by taking the time to talk to employees about their problems.

Resources

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