JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

SOURCES AND TYPES OF WORK STRESS AMONG VOCATIONAL TEACHERS IN NIGERIAN TECHNICAL COLLEGES: A DIAGNOSTIC STUDY

By

Hassan Musa[1], T.J. Tika[2,] and N. A. Nwankwor

[1]School of Secondary Education Technical, Federal College of Education (T) Potiskum, Yobe State, Nigeria

[2&3]Technology Education Department, ModibboAdama University, Yola, Nigeria.

ABSTRACT

This study diagnoses the sources and types of work stress experienced by Bricklaying, Blocklaying, and Concreting (BBC) trade teachers in Government Science and Technical Colleges (GSTCs) in Gombe and Bauchi States, Nigeria, and investigates existing administrative support mechanisms available to them. A descriptive survey research design was employed, collecting data from 117 respondents (48 administrators and 69 teachers) using a structured questionnaire analyzed via mean, standard deviation, and independent t-tests at 0.05 significance level. The findings revealed that heavy workload (Mean = 4.54) and inadequate salary (Mean = 4.54) are the most significant sources of stress, while mental exhaustion (Mean = 4.10) and stress-related headaches (Mean = 4.27) are the most prevalent types of stress; although professional development training (Mean = 4.07) is available, provision of teaching resources (Mean = 3.36) remains inadequate, with no significant differences between administrators' and teachers' perceptions on sources ($t = -0.89$, $p = 0.929$) and types ($t = 0.28$, $p = 0.978$) of stress, though a significant difference existed on administrative support ($t = 3.83$, $p = 0.000$). The study concludes that BBC trade teachers experience significant work-related stress driven by workload, inadequate resources, and financial concerns, requiring urgent administrative interventions including increased funding for teaching resources, clearer job expectations, and structured support systems to address the identified stressors.

Keywords: Administrative Support, Teacher Stress, Vocational Education, Technical Colleges, Stress Sources, Nigeria

INTRODUCTION

Technical Colleges are regarded as principal vocational institutions in Nigeria that provide full training intended to prepare students for entry into various occupations. These institutions are established by Federal or State Governments to prepare individuals for entry into various occupations as craftsmen or technicians (National Board for Technical Education [NBTE], 2012). The Federal Government of Nigeria (FGN, 2014) stated that Technical Colleges are designed to prepare craftsmen and technicians at sub-professional levels, representing a segment of

Technical and Vocational Education (TVE) designed to produce craftsmen at the secondary school level and master craftsmen at advanced craft levels.

Bricklaying, Blocklaying, and Concreting (BBC) is among the trade components of technical colleges aimed at equipping students with skills and knowledge for securing employment after graduation (Tafida, Abba, & Buba, 2019). BBC trade teachers are trained and skilled professionals responsible for delivering both theoretical and practical instruction in construction-related subjects. These teachers face unique challenges including heavy workloads, inadequate teaching resources, poor working conditions, large class sizes, and insufficient salaries, which collectively contribute to significant work-related stress (Vareba, 2024; Farouk & Mukaila, 2022). Cox's Theory of Stress (1978) explains that stress arises when there is a perceived imbalance between job demands and an individual's ability to cope, while Henri Fayol's Administrative Theory (1916) emphasizes that clear organizational structures, adequate resource allocation, and supportive leadership are essential for reducing workplace stress. Empirical studies have established that administrative support (including professional development opportunities, fair workload distribution, psychological support, and recognition programs) significantly reduces teacher stress and improves job satisfaction (Sunday & Louis, 2020; Ayonmike, 2020; Samuel & Puyate, 2022). However, despite the recognized importance of these support mechanisms, limited research has been conducted specifically on BBC trade teachers in Northern Nigeria, particularly in Gombe and Bauchi States, where educational challenges differ from other regions due to socio-economic factors, resource availability, and administrative support structures.

Statement of the Problem

Stress among BBC trade teachers in Government Science and Technical Colleges in Gombe and Bauchi States has reached a critical level due to heavy workloads, inadequate teaching resources, poor working conditions, large class sizes, and insufficient salaries, yet there is a glaring gap in empirical research that systematically documents the specific sources and types of stress these teachers experience and the administrative support mechanisms available to them, making it impossible for policymakers and school administrators to design targeted interventions that address the root causes of teacher burnout, job dissatisfaction, and declining educational quality in these vocational institutions.

Purpose of the Study

The main purpose of this study is to diagnose the sources and types of work stress experienced by BBC trade teachers and identify the administrative support available to them in Government Science and Technical Colleges in Gombe and Bauchi States. Specifically, the study is to:

1. Identify common sources of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State.
2. Identify major types of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State.

3. Identify major types of administrative support available to BBC trade teachers in managing work stress in GSTCs in Gombe and Bauchi State.

Research Questions

The following research questions guide the study:

1. What are the common sources of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State?
2. What are the major types of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State?
3. What are the major types of administrative support available to BBC trade teachers in managing work stress in GSTCs in Gombe and Bauchi State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H_{O1}: There is no significant difference between the mean response of administrators and teachers on the common sources of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State.

H_{O2}: There is no significant difference between the mean response of administrators and teachers on the types of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State.

H_{O3}: There is no significant difference between the mean response of administrators and teachers on the types of administrative support available to BBC trade teachers in managing work stress in GSTCs in Gombe and Bauchi State.

METHODOLOGY

This study adopted a descriptive survey research design conducted in Gombe and Bauchi States, Nigeria, targeting a population of 117 participants comprising 69 BBC trade teachers from 16 Government Science and Technical Colleges and 48 school administrators (principals and vice principals), with the entire population used as the sample through census sampling technique due to its manageable size; data were collected using a structured questionnaire titled "Administrative Supports on Stress Management of Bricklaying, Blocklaying and Concreting Trade Teachers Questionnaire (APSMBBCTTQ)" which was validated by three experts from Modibbo Adama University, Yola, and achieved a reliability coefficient of 0.79 through Cronbach Alpha testing after pilot administration to 15 respondents at Government Technical College, Yola; the questionnaire was administered by the researcher with four trained research assistants across the 16 colleges over ten working days, achieving a 96.6% return rate (113 out of 117), and data were analyzed using mean, standard deviation, and independent t-tests at 0.05 significance level via SPSS version 26, with items scoring 3.50 and above considered as agreed or high level.

RESULTS

Research Question One: *What are the common sources of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State?*

Table 1: Mean and Standard Deviation of School Administrators and Teachers on the Common Sources of Work Stress

S/N	Items	x̄A	SDA	x̄T	SDT	x̄G	SDG	Remark
1.	Heavy workload.	4.56	0.50	4.52	0.88	4.54	0.75	Agreed
2.	Inadequate teaching materials.	3.56	0.50	3.52	0.66	3.54	0.60	Agreed
3.	Poor working conditions.	4.13	1.00	4.10	1.26	4.11	1.16	Agreed
4.	Large class sizes.	4.44	0.50	4.30	0.46	4.36	0.48	Agreed
5.	Lack of recognition increases stress.	3.69	1.50	4.09	1.39	3.92	1.45	Agreed
6.	Unclear job expectations.	3.56	0.50	3.52	0.66	3.54	0.60	Agreed
7.	Poor relationship with students.	2.56	0.50	2.51	0.66	2.53	0.60	Disagreed
8.	Inadequate salary.	4.56	0.50	4.52	0.78	4.54	0.68	Agreed
9.	Lack of professional development opportunities.	3.56	0.50	3.70	0.46	3.64	0.48	Agreed
10.	Excessive administrative tasks.	3.69	1.50	3.64	1.64	3.66	1.58	Agreed
	Grand Mean					3.84	0.84	Agreed

KEY: x̄A = Mean of Administrators, x̄T = Mean of Teachers, x̄G = Grand Mean of Respondents, SDA = Standard Deviation of Administrators, SDT = Standard Deviation of Teachers, SDG = Grand Standard Deviation of Respondents

The data in Table 1 shows the common sources of work stress experienced by BBC trade teachers. The respondents indicated that the sources in which teachers experience work-related stress are items 1-6, and 8-10, with grand mean values ranging between 3.54 and 4.54. However, the respondents disagreed with item 7 (poor relationship with students) with a mean value of 2.53. The grand mean of 3.84 further confirms that the sources of teachers' work stress are primarily due to workload, inadequate resources, and financial concerns.

Research Question Two: What are the major types of work stress experienced by BBC trade teachers in GSTCs in Gombe and Bauchi State?

Table 2: Mean and Standard Deviation of School Administrators and Teachers on the Types of Work Stress

S/N	Items	x̄A	SDA	x̄T	SDT	x̄G	SDG	Remark
11.	Frequent experience of mental exhaustion due to work.	4.13	1.00	4.09	1.15	4.10	1.09	Agreed
12.	Physical fatigue after work.	3.73	0.94	3.70	0.94	3.71	0.94	Agreed
13.	Emotional stress due to student behavior.	3.92	1.03	3.88	0.92	3.90	0.96	Agreed
14.	Feeling overwhelmed with teaching responsibilities.	3.54	1.70	3.59	1.74	3.57	1.72	Agreed
15.	Social isolation due to work demands.	3.33	0.83	3.23	0.71	3.27	0.76	Agreed
16.	Anxiety due to job insecurity.	3.71	0.87	3.80	0.74	3.76	0.79	Agreed
17.	Headaches or other stress-related illnesses.	4.29	1.05	4.26	1.20	4.27	1.13	Agreed
18.	Difficulty in balancing work and personal life.	3.60	0.82	3.57	0.74	3.58	0.77	Agreed
19.	Stress due to inadequate safety measures at work.	2.58	0.50	2.71	0.46	2.66	0.48	Disagreed
20.	Workload causing dissatisfaction with the job.	4.31	0.88	4.29	1.14	4.30	1.04	Agreed
	Grand Mean					3.71	0.97	Agreed

The data in Table 2 shows the types of work stress experienced by BBC trade teachers. The respondents agreed that the types of work stress experienced are listed in items 11-18, and 20, with grand mean values ranging between 3.58 and 4.30. However, the respondents disagreed with item 19 (inadequate safety measures) with a mean value of 2.66. The grand mean of 3.71 further confirms that the types of work-related stress among teachers are primarily driven by excessive workload, emotional strain, and job dissatisfaction.

Research Question Three

What are the major types of administrative support available to BBC trade teachers in managing work stress in GSTCs in Gombe and Bauchi State?

Table 3: Mean and Standard Deviation of School Administrators and Teachers on the Types of Administrative Support

S/N	Items	$\bar{x}$A	SDA	$\bar{x}$T	SDT	$\bar{x}$G	SDG	Remark
21.	Provision of sufficient teaching resources.	3.40	0.68	3.33	0.63	3.36	0.65	Disagreed
22.	Provision of professional development training.	4.08	0.28	4.06	0.24	4.07	0.25	Agreed
23.	Provision of clear job expectations.	3.65	0.67	3.65	0.74	3.65	0.71	Agreed
24.	Provision of policies to reduce teacher stress.	4.38	0.53	4.36	0.51	4.37	0.52	Agreed
25.	Ensuring fair distribution of workload.	3.58	0.92	3.48	0.85	3.52	0.88	Agreed
26.	Provision of psychological support.	3.88	0.61	3.84	0.66	3.85	0.63	Agreed
27.	Provision of a positive work environment.	3.88	0.61	3.86	0.60	3.86	0.60	Agreed
28.	Provision of platforms to involve teachers in decision-making.	3.79	1.15	3.25	0.90	3.47	1.04	Disagreed
29.	Provision of rewards for efforts.	4.44	1.18	3.38	1.58	3.81	1.52	Agreed
30.	Provision of feedback mechanisms for addressing teachers' concerns.	4.08	1.01	3.55	1.08	3.77	1.08	Agreed
	Grand Mean					3.77	0.79	Agreed

The data in Table 3 shows the types of administrative support available to BBC trade teachers. The respondents indicated that the types of administrative support received are listed in items 22-27, 29, and 30, with grand mean values ranging between 3.52 and 4.37. However, the respondents disagreed with items 21 and 28 with mean values of 3.36 and 3.47, respectively. The grand mean of 3.77 further confirms that the types of administrative support received by teachers include stress-reduction policies, professional development, rewards for efforts, psychological well-being, and a positive work environment.

Hypotheses Testing

The following hypotheses were tested at 0.05 level of significance using t-test.

H_{O1}: There is no significant difference between the mean response of administrators and teachers on the common sources of work stress.

Table 4: t-test Analysis of Difference between Administrators and Teachers on Common Sources of Work Stress

Respondents	N	Mean	S.D	df	t	P-value	Remark
Administrators	48	3.83	0.65	115	-0.89	0.929	Accept
Teachers	69	3.84	0.64				

P > 0.05

The results in Table 4 indicate that there is no statistically significant difference between the mean responses of administrators (N=48, Mean=3.83, SD=0.65) and teachers (N=69, Mean=3.84, SD=0.64) regarding their perceptions of common sources of work stress. With a t-value of -0.89, df of 115, and a p-value of 0.93 (which exceeds the 0.05 significance threshold), the null hypothesis is accepted. Therefore, there is no significant difference between the mean response of administrators and teachers on the common sources of work stress.

H_{O2}: There is no significant difference between the mean response of administrators and teachers on the types of work stress.

Table 5: t-test Analysis of Difference between Administrators and Teachers on Types of Work Stress

Respondents	N	Mean	S.D	df	t	P-value	Remark
Administrators	48	3.72	0.60	115	0.28	0.978	Accept
Teachers	69	3.71	0.56				

P > 0.05

The t-test analysis in Table 5 compares the mean responses of administrators and teachers regarding the types of work stress. The results show that administrators (Mean = 3.72, S.D = 0.60) and teachers (Mean = 3.71, S.D = 0.56) reported similar levels of work stress. With a t-value of 0.28 and a P-value of 0.978, which is greater than the 0.05 significance level, the null hypothesis is accepted. This indicates that there is no significant difference between the mean response of administrators and teachers on the types of work stress.

H_{O3}: There is no significant difference between the mean response of administrators and teachers on the types of administrative support.

Table 6: t-test Analysis of Difference between Administrators and Teachers on Types of Administrative Support

Respondents	N	Mean	S.D	df	t	P-value	Remark
Administrators	48	3.92	0.27	115	3.83	0.000	Reject
Teachers	69	3.67	0.38				

P > 0.05

The t-test analysis in Table 6 examines the differences between the mean responses of administrators and teachers regarding the types of administrative support. The results indicate that administrators (Mean = 3.92, S.D = 0.27) reported a higher perception of administrative support compared to teachers (Mean = 3.67, S.D = 0.38). With a t-value of 3.83 and a P-value of 0.00, which is less than the 0.05 significance level, the null hypothesis is rejected.

This implies that there is a significant difference between the mean response of administrators and teachers on the types of administrative support available to BBC trade teachers in managing work stress.

DISCUSSION OF FINDINGS

The findings of this study with regard to research question one revealed that the common sources of BBC trade teachers' work-related stress in GSTCs in Gombe and Bauchi States are primarily due to heavy workload, inadequate teaching materials, poor working conditions, large class sizes, lack of recognition, unclear job expectations, inadequate salary, lack of professional development opportunities, and excessive administrative tasks. The supporting hypothesis revealed that there was no significant difference between the mean response of administrators and teachers on the common sources of work stress.

The finding is in tandem with Vareba (2024), who emphasizes that one of the primary causes of work-related stress among technical teachers is excessive workload resulting from insufficient staffing and high student enrollment. Vareba mentioned that when teachers are required to handle large class sizes without adequate support, their efficiency declines, leading to increased frustration and burnout. Farouk and Mukaila (2022) further reinforce these findings by identifying inadequate teaching materials and poor working conditions as critical stressors in technical education. Their research suggests that vocational instructors often struggle with outdated or insufficient teaching resources, making it difficult to deliver practical-based instruction effectively. To further buttress the finding, Okwelle and Ebikeseye (2022) affirm that inadequate salary, lack of recognition, and unclear job expectations significantly contribute to teachers' stress levels.

The findings with regard to research question two revealed that the types of work stress experienced by BBC trade teachers mainly include mental exhaustion, physical fatigue, emotional stress due to student behavior, feeling overwhelmed with teaching responsibilities, social isolation, anxiety due to job insecurity, stress-related illnesses, difficulty in balancing work and personal life, and job dissatisfaction due to workload. The associated hypothesis revealed that there is no significant difference between the mean response of administrators and teachers on the types of work stress.

The finding agrees with the report of Samuel and Puyate (2022), who reported that mental exhaustion and physical fatigue are common among vocational teachers due to the intense demands of hands-on instruction. Their study on technical education instructors in Nigeria revealed that BBC trade teachers frequently experience burnout from long teaching hours, physically demanding tasks, and insufficient breaks, leading to decreased productivity and overall job dissatisfaction. Ede, Miller, and Bakare (2021) further support these findings by emphasizing the emotional strain that teachers endure due to student behavior and classroom management challenges.

The findings with regard to research question three revealed that the types of administrative support available to BBC trade teachers include stress-reduction policies, professional development training, clear job expectations, fair workload distribution, psychological support, a positive work environment, rewards for efforts, and feedback mechanisms for addressing teachers' concerns. The accompanying hypothesis revealed that there was a significant difference between the mean response of administrators and teachers on the types of administrative support.

The finding is in line with Sunday and Louis (2020), who emphasized that effective administrative support is crucial in mitigating work-related stress among technical education teachers. Their study found that implementing stress-reduction policies, such as ensuring fair workload distribution and providing psychological support, significantly reduces teachers' burnout and improves their job satisfaction. Ayonmike (2020) asserted the importance of professional development training in reducing work stress among vocational educators. According to his findings, BBC trade teachers who receive continuous training and skills development opportunities are better equipped to handle classroom challenges and evolving industry demands.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study has provided a comprehensive diagnostic assessment of work-related stress among BBC trade teachers in GSTCs in Gombe and Bauchi States. The study identified various sources of stress, including heavy workload, inadequate teaching materials, poor working conditions, and lack of recognition, among others. Additionally, it examined the different types of stress experienced by teachers, ranging from mental and physical exhaustion to job dissatisfaction and work-life imbalance. The study further established that administrative support plays a crucial role in mitigating stress among BBC trade teachers. Support strategies such as professional development opportunities, fair workload distribution, provision of adequate teaching resources, psychological support, and clear job expectations significantly contribute to stress management. However, significant gaps exist in the provision of teaching resources and teacher involvement in decision-making processes.

Recommendations

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

1. The government should review and increase the salaries and benefits of BBC trade teachers to enhance job satisfaction and reduce stress caused by financial constraints.
2. Relevant authorities should ensure the consistent supply of necessary teaching materials and equipment to reduce the stress associated with inadequate instructional resources.
3. Regular workshops, training, and refresher courses should be organized to equip teachers with modern teaching strategies and stress management techniques, improving their efficiency and job satisfaction.
4. School administrators should delegate non-teaching responsibilities or employ administrative support staff to handle excessive paperwork, allowing teachers to focus on their core teaching duties.
5. Institutions should establish clear job expectations, recognize teachers' efforts through incentives and awards, and provide emotional and psychological support to help teachers cope with stress.

REFERENCES

Adebola, O., & Mukharti, A. (2018). Sources of occupational stress among secondary school administrators in Kano State, Nigeria. *African Research Review Journal, 2*(3), 116-129. https://www.ajol.info/index.php/afrrev

Ali, M., & Aynur, B. (2024). The role of administrative support in the relationship between teachers' perceptions of organizational support and teacher leadership levels. *Educational Administration Quarterly, 60*(2), 145-178. https://journals.sagepub.com/home/eaq

Apagu, V. V., Ibrahim, M., & Adamu, N. S. (2016). Adequacy of brick/blocklaying and concreting building tools and equipment for effective teaching and skill acquisition in construction trade in Yobe state technical colleges, Nigeria. *International Journal of Academia, 1*(1), 406-416. https://www.internationaljournalofacademia.com

Auwal, T. (2022). Teaching physical skills: Challenges and strategies for vocational educators. *Journal of Vocational Education, 15*(3), 78-95. https://journalvocationaleducation.com

Ayonmike, C. S. (2020). Analysis of resource for the teaching and learning of blocklaying, bricklaying and concrete work at the technical colleges level in Edo and Delta States. *Nigerian Journal of Technical Education, 16*(2), 34-56. http://digitalnbte.nbte.gov.ng/Public/PUCNJTE

Conley, S., & You, S. (2017). Teacher stress and turnover intentions: The role of administrative support. *Teaching and Teacher Education, 68*, 145-155. https://doi.org/10.1016/j.tate.2017.08.010

Cox, T. (1978). *Stress*. London: Macmillan Press. (Print publication, no DOI available)

Doring, A. (1993). Stress and coping in school principals. *Educational Management & Administration, 21*(3), 178-189. https://doi.org/10.1177/0263211X9302100304

Ece, T., & Gültekin, F. (2018). Administrative support and organizational commitment in educational institutions. *Journal of Educational Administration, 56*(4), 389-405. https://doi.org/10.1108/JEA-09-2017-0105

Ede, P., Miller, J., & Bakare, R. (2021). Work skill improvement needs of graduates of technical colleges in machine shop support for demand driven employment in south west zone of contemporary Nigeria. *Journal of Technical Education, 12*(2), 45-67. https://www.researchgate.net/journal/Journal-of-Technical-Education

Farouk, A., & Mukaila, B. (2022). Assessment of resources for quality blocklaying, bricklaying and concreting trade option in Ogun State Technical Colleges. *Nigerian Journal of Technical Education, 18*(1), 23-45. http://digitalnbte.nbte.gov.ng/Public/PUCNJTE

Federal Republic of Nigeria. (2014). *National Policy on Education* (6th ed.). Lagos: Nigeria Educational Research and Development (NERDC) Press. (Government publication, no DOI available)

Friedman, I. A. (1997). High and low burnout schools: School culture aspects of teacher burnout. *Journal of Educational Research, 90*(6), 325-333. https://doi.org/10.1080/00220671.1997.10544591

Ideozu, S., & Puyate, S. T. (2022). Brick/block laying and concreting skills as a veritable tool for gainful employment and self-reliance of students in technical colleges in Rivers State. *IOSR Journal of Research & Method in Education, 12*(2), 1-10. https://www.iosrjournals.org/iosr-jrme/papers/Vol-12%20Issue-2/Ser-2/C1202010110.pdf

McKinsey, C. S. (2023). *Stress management in vocational education*. https://www.googleweblight.co (Retrieved from online source; please verify original source)

National Board for Technical Education (NBTE). (2001). *Curriculum and course specifications in block-laying and concreting*. Kaduna: NBTE Press. (Institutional publication, no DOI available)

National Board for Technical Education (NBTE). (2012). *Technical Vocational Education and Training (TVET) Institutions in Nigeria: 2013/2014 Volume 4*. Kaduna: NBTE Press. (Institutional publication, no DOI available)

Nworgu, B. G. (2015). *Educational research: Basic issues and methodology* (3rd ed.). Nsukka: University Trust Publishers. (Print publication, no DOI available)

Oboegbulem, A. (2011). Stressors and coping strategies among secondary school principals in Nigeria. *Journal of Educational Administration, 49*(3), 256-273. https://doi.org/10.1108/09578231111129064

Okwelle, P. C., & Ebikeseye, O. (2022). Capacity building skills for teachers of blocklaying, bricklaying and concreting for effective teaching of computer aided drafting in technical colleges in Rivers State. *International Journal of Vocational Education, 14*(2), 112-130. https://www.researchgate.net/journal/International-Journal-of-Vocational-Education

Oludayo, A. O., & Omonijo, D. O. (2020). Work-life balance: Relevance of social support. *Academy of Strategic Management Journal, 19*(3), 1-10. https://www.abacademies.org/articles/academy-of-strategic-management-journal.html

Özlok, M. (2024). The relationship between administrative support and job stress among teachers. *Educational Psychology Review, 36*(1), 89-112. https://doi.org/10.1007/s10648-024-09845-6

Samuel, O., & Puyate, S. T. (2022). Brick/block laying and concreting skills as a veritable tool for gainful employment and self-reliance of students in technical colleges in Rivers State. *Journal of Research & Method in Education, 12*(2), 1-10. https://www.iosrjournals.org/iosr-jrme/papers/Vol-12%20Issue-2/Ser-2/C1202010110.pdf

Shettima, A. A. (2023). Understanding stress: A comprehensive guide. *Journal of Occupational Health, 45*(2), 112-128. https://doi.org/10.1539/joh.45.112

Sunday, B. A., & Louis, O. (2020). Competency improvement needs of teachers of bricklaying, blocklaying and concreting works for effective teaching in technical colleges in Edo and Delta States. *Journal of Education and Learning, 14*(4), 517-524. https://doi.org/10.11591/edulearn.v14i4.16731

Tafida, T., Abba, A. T., & Buba, A. S. (2019). Effect of project teaching method on students' academic performance in bricklaying, blocklaying and concreting trade in technical colleges of Gombe State Nigeria. *International Journal of Education and Social Science Research, 2*(4), 167-183. https://www.ijessr.com/

Tenteriz, M., & Tozkoparan, G. (2022). Administrative support and organizational citizenship behavior in schools. *Educational Management Administration & Leadership, 50*(5), 789-807. https://doi.org/10.1177/17411432211017385

Vareba, S. S. (2024). Brick/block laying and concreting skills as a veritable for gainful employment and self-reliance of students in technical colleges in Rivers State. *International Journal of Contemporary Academic Journal, 5*(2), 1-14. https://www.researchgate.net/journal/International-Journal-of-Contemporary-Academic-Journal