

TEACHING OCCUPATION UNDER STRESS: WORKLOAD, FACILITIES AND STUDENTS' DISCIPLINE AS PREDICTORS OF TEACHING EFFECTIVENESS IN AKWA IBOM STATE TECHNICAL COLLEGES

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Abstract

The study examined the extent to which occupational stressors predict teaching effectiveness of Technical Colleges teachers in Akwa Ibom State. Four research questions and four hypotheses guided the study. A descriptive survey research design was adopted, with a population of 93 respondents comprising 87 technical teachers and 6 principals from 6 public Technical Colleges in Akwa Ibom State. Using simple random sampling, a sample of 64 respondents (60 teachers and 4 principals) was selected. Data were collected using a researcher-developed questionnaire titled "Occupational Stressors and Teaching Effectiveness of TVET Teachers in Technical Colleges Questionnaire (OSTETTQ)," validated by three experts and tested for reliability which yielded a Cronbach Alpha coefficient of 0.86. Regression analysis and at 0.05 significance level were employed to answer research questions and ANOVA to test hypotheses. Findings revealed that stress arising from inadequate infrastructural facilities and excessive workload negatively influenced teaching effectiveness, albeit to a moderate extent, while stress from insufficient instructional materials and student disciplinary challenges exerted strong to very strong negative effects. The results confirmed that all four categories of stressors significantly predicted teaching effectiveness among technical school teachers. The study recommended that policymakers and school administrators provide adequate facilities, balance workloads, ensure the availability of instructional materials and implement effective student discipline strategies to reduce stress and enhance teaching effectiveness in Akwa Ibom State.

Keywords: Occupational Stressors, Teaching Effectiveness, Technical Colleges, TVET Teachers.

Introduction

Stress is said to be the perception of a discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands (Usoro & Etuk, 2016). Stress is the reaction of an individual to life challenges. Occupational stress refers to the persistent tension or strain experienced by employees when job demands exceed their capacity to respond effectively (Nor, 2020). In the teaching profession, such stress arises from multiple sources such as workload, inadequate instructional materials, poor working conditions and challenges with student behaviour (Dankade, Bello & Deba, 2016; Mailumo, 2018). According to Amalu (2014), workload is categorized into heavy

and light assignments, with heavy workloads overwhelming teachers and light workloads causing disengagement. Role overload emerges when teachers are assigned tasks beyond their available time and capabilities (Amalu, 2014; Usman & Kabir, 2019). This imbalance produces anxiety, pressure to meet deadlines and psychosomatic symptoms, ultimately affecting job performance (Amalu et al., 2012; Zati, 2017). Conversely, role underload occurs when teachers have insufficient work or lack variety, which can induce passivity, reduced self-esteem and a decline in motivation (Amalu, 2014; Aharandu & Nwankwo, 2023).

Overload in academic settings often leads to fatigue, burnout and reduced instructional quality, while underload can diminish engagement and professional satisfaction (Mailumo, 2018). Access to instructional materials constitutes another factor influencing occupational stress. Teaching resources, such as textbooks, laboratory equipment and audio-visual aids, allow teachers to present lessons efficiently and reduce physical and mental strain (Senthikumar, 2018). Schools lacking these resources increase the demands on teachers, forcing them to compensate through improvisation or extensive effort, which can intensify stress and reduce effectiveness (Mailumo, 2018). Ejiro (2011) and Stanley (2021) emphasized that instructional materials extend beyond classroom tools to include administrative supports, libraries and sports equipment, all of which support the broader educational process. Deficiencies in such resources limit teachers' ability to deliver comprehensive lessons, reduce engagement with students and lower professional satisfaction (Usoro & Etuk, 2016).

According to Mailumo (2018), the cumulative effect of limited instructional resources is heightened stress, lower teaching quality and diminished professional motivation. Marufu (2022) stated that shortages of laboratory materials and outdated equipment impose additional strain on science teachers, requiring them to source materials externally. In the same vein, student indiscipline which includes behaviours such as disrespect for school authority, breach of school rules, defiance and disruptive conduct in classrooms also contributes to teachers' occupational stress (Mailumo, 2018). Classroom disruptions hinder lesson delivery, reduce teaching time and force teachers to allocate disproportionate attention to behaviour management instead of instruction (Finn, Fish & Scott, 2008). Persistent indiscipline can generate feelings of insecurity, frustration and emotional strain among educators, leading to reduced engagement with their teaching responsibilities (John, 2013; Amogne, 2014). In addition, poor student behaviour correlates with teacher burnout, lowered job satisfaction and higher turnover rates (Amogne, 2014; Ekanem & Ekanem, 2024). Teachers' ability to maintain order within classrooms is associated with their confidence and perceived competence, which in turn influences overall job satisfaction (Ruggeri-Dilello, 2015).

Technical and Vocational Education and Training (TVET) is designed to equip learners with practical skills relevant to employment or self-employment (Edokpolor, Daniel-Ogedegbe & Oluwasina, 2025; Obidile, 2014; Oladejo, 2019). It focuses on developing competencies that enable graduates to initiate business activities, pursue entrepreneurial ventures, or meet labour market requirements (Edokpolor & Owenvbiugie, 2017). TVET fosters skill acquisition that supports personal empowerment, socio-economic development and sustained livelihood (Edokpolor & Owenvbiugie, 2017). In secondary schools, TVET provides a combination of theoretical and practical instruction, covering areas such as carpentry, electrical work, welding, computer studies and agriculture (FRN, 2013). Okafor and Nwankwo (2021) posited that Technical Colleges function as the primary institutions for implementing TVET in Nigeria. They provide structured environments where learners acquire practical and technical competencies necessary for professional and vocational pursuits (Olaniyani & Ojo, 2020; Akinlabi & Akinlabi, 2019).

Technical Colleges operate under the guidelines of the National Policy on Education, which mandates the integration of vocational subjects into the secondary school curriculum to promote self-reliance and reduce unemployment (FRN, 2013). Technical colleges are intended to combine classroom instruction with hands-on training, ensuring learners gain both conceptual understanding and practical experience. TVET teachers are responsible for translating curriculum objectives into

effective instructional delivery through lesson planning, classroom management, supervision of workshops and laboratories and assessment of learners' performance (Mailumo, 2018). However, the effectiveness of these teachers is influenced by factors such as workload, availability of instructional materials, student discipline and the physical and psychosocial conditions of the school environment (Edo & Nwosu, 2018; Mailumo, 2018). When these conditions are inadequate, teachers experience occupational stress, which reduces their capacity to plan lessons, engage learners, or maintain instructional quality (Ekanem & Ekanem, 2024).

Teaching effectiveness is observed through the achievement of intended learning outcomes, including the development of students' knowledge, skills, attitudes and problem-solving abilities (Nasrin & Mohd, 2020). It involves effective communication, instructional preparation, mastery of subject matter and the ability to engage students actively (Layne, 2012). Ekpo and Ndum (2021), maintained that academic staff occupational effectiveness is influenced by different stress indicators such as workload and psychological work stress among others. According to Akpan (2012), observations have shown that some academic staff exhibit poor work behaviours like general tardiness, absenteeism, delay in the marking of examination scripts, submission of student's grades as well as poor attitude towards teaching, research and community service. This situation may result in occupational ineffectiveness and low commitment due to prevailing level of stress.

Teachers' performance is not solely measured by students' academic achievements but also by their pedagogical preparedness, classroom management skills and application of instructional strategies (Feldman, 2008). The availability of adequate resources, supportive working conditions and manageable workloads are key determinants of teachers' ability to perform these functions effectively (Edo & Nwosu, 2018; Mailumo, 2018). Historically, vocational education in Nigeria emerged from traditional apprenticeship systems, which were later formalized during the colonial era to support agricultural and industrial development (Akinlabi & Akinlabi, 2019). Post-independence policies reinforced the integration of vocational training in secondary education, aiming to improve employability and economic independence (Olaniyan & Ojo, 2020). Despite these efforts, implementation has been hampered by inadequate funding, shortage of qualified instructors, obsolete equipment and societal undervaluation of vocational careers (Okolie, Elom & Inyiagu, 2019; Oviawe, Uwameiye & Uddin, 2017). These structural deficiencies place additional stress on teachers, who are required to deliver practical instruction with insufficient support (Eze & Nwachukwu, 2019; Mailumo, 2018).

Work-related stress in the teaching profession disrupts the balance between professional responsibilities and personal life, affecting both mental and physical well-being (Mailumo, 2018; Surinder, 2011). In Technical Colleges, teachers face excessive workloads, limited instructional materials, poor working conditions and challenging student behaviour, which cumulatively reduce teaching quality and professional satisfaction (Mailumo, 2018). Occupational stress manifests in fatigue, burnout and lowered productivity, which can undermine the objectives of TVET institutions (Larson, 2004). This study aims to assess the extent to which occupational stressors influence the effectiveness of technical teachers in Akwa Ibom State. It seeks to establish the relationship between work-related stress factors-such as workload, student indiscipline, inadequate resources and environmental conditions-and teachers' instructional performance.

Statement of the Problem

Technical and Vocational Education and Training (TVET) in Nigeria carries the responsibility of preparing skilled manpower for technological development through practice-oriented instruction in technical colleges. In Akwa Ibom State, TVET teachers operate in instructional settings characterized by heavy teaching loads, continuous workshop supervision, persistent student misconduct, inadequate tools, obsolete machines and poorly maintained learning spaces. In the view of Ofojebe and Ezugoh (2020), these conditions expose technical teachers to sustained job pressure manifested through

physical exhaustion, emotional strain and declining work morale. TVET instruction demands sustained attention, physical effort and safety enforcement during practical activities. Studies from Nigerian Technical Colleges showed that teachers frequently manage overcrowded workshops, damaged equipment, limited consumables and administrative expectations that extend beyond instructional duties (Dankade, Bello & Deba, 2016; Akinlabi & Akinlabi, 2019). Such pressures have been linked to reduced lesson preparation, weakened classroom control, lower enthusiasm for instructional delivery and strained teacher-student relations (Mailumo & Ivagher, 2019). Persistent exposure to these conditions increases the risk of burnout, absenteeism and disengagement from instructional tasks, with implications for students' skill acquisition outcomes. Despite these documented challenges, empirical inquiry in Nigeria has concentrated on occupational stress among general education teachers, leaving technical teachers insufficiently examined, even though their work environment involves higher physical demands and safety risks. In Akwa Ibom State, there is limited empirical clarity on how specific occupational stressors such as workload pressure, infrastructural decay, student indiscipline and limited institutional support relate to teaching effectiveness in TVET settings. This lack of context-specific research constrains policy formulation, school management decisions and targeted support programmes for technical teachers. The unresolved issue lies in the absence of data-driven understanding of occupational stressors as predictors of TVET teachers' teaching effectiveness in technical colleges in Akwa Ibom State.

Purpose of the Study

The study aims to examine:

1. the extent to which stressors pertaining to infrastructural facilities predict teaching effectiveness of technical school teachers in Akwa Ibom State.
2. the predictive influence of stressors relating to workload on teaching effectiveness of technical school teachers in Akwa Ibom State.
3. the predictive relationship between stressors pertaining to instructional materials and teaching effectiveness of technical school teachers in Akwa Ibom State.
4. the predictive correlation between student disciplinary issues and teaching effectiveness of technical school teachers in Akwa Ibom State.

Research Questions

The study adopted the following research questions.

Research Question 1: To what extent does stressors pertaining to infrastructural facilities predict teaching effectiveness of technical school teachers in Akwa Ibom State?

Research Question 2: To what extent does predictive influence of stressors relate to workload on teaching effectiveness of technical school teachers in Akwa Ibom State?

Research Question 3: To what extent does predictive relationship exist between stressors pertaining to instructional materials and teaching effectiveness of technical school teachers in Akwa Ibom State?

Research Question 4: To what extent does predictive correlation exist between student disciplinary issues and teaching effectiveness of technical school teachers in Akwa Ibom State?

Hypotheses

The study tested the following null hypotheses at a significance level of .05.

Research Hypothesis 1: Stressors pertaining to infrastructural facilities does not significantly predict teaching effectiveness of technical school teachers in Akwa Ibom State.

Research Hypothesis 2: Stressors relate to workload does not significantly influence teaching effectiveness of technical school teachers in Akwa Ibom State.

Research Hypothesis 3: There is no significant relationship between stressors pertaining to instructional materials and teaching effectiveness of technical school teachers in Akwa Ibom State.

Research Hypothesis 4: There is no significant correlation between student disciplinary issues and teaching effectiveness of technical school teachers in Akwa Ibom State.

Method

Research Design

A descriptive survey research design was used to guide the study. The design supported systematic documentation of existing workshop facilities used for skills training. This approach allowed the researcher to collect structured data describing the status of instructional resources without altering the study environment. The design aligned with the study focus on facility availability rather than intervention or experimentation (Nworgu, 2015; Jumere, 2017).

Research Participants and Sample

The population consisted of 93 respondents which consisted of 87 Technical College teachers and 6 Principals from public technical schools in Akwa Ibom State. The sample size is composed of 64 participants, comprising 60 Technical College teachers and 4 Principals. The respondents for the study were chosen through the simple random sampling technique.

Data Collection Instrument

The researchers developed 16-items questionnaire titled “Occupational Stressors and Teaching Effectiveness of TVET Teachers in Technical Colleges Questionnaire (OSTETTQ) for data collect which utilizes a 4-point rating scale, with Strongly Agree (SA 3.50-4.00), Agree (A 3.00-3.49), Disagree (D 2.50- 2.99) and Strongly Disagree (SD 1.00-2.49) as response options.

Validation and Reliability of Instrument

The developed instrument was faced validated by three experts from the Department of Industrial Technology, University of Uyo, Uyo. These experts assessed the instrument's relevance to the constructs under study. The final version of the instrument integrated all corrections and suggestions offered by the experts. The internal consistency of the two instruments was evaluated using the split-half method of reliability, with a sample of 20 respondents which consisted of 18 teachers and 2 principals. The scores obtained were analyzed using the Cronbach's alpha statistics to ascertain the reliability index. The findings indicated reliability coefficients of 0.86 which was deemed appropriate and reliable for the study.

Data Collection Procedure

The researchers, with research assistants, visited public Technical Colleges in the state. The study objectives were explained to the principals and their consent was obtained for the administration of the questionnaire.

Data Analysis

Regression analysis was applied to the obtained data. Simple linear regression was utilized to answer the research questions and ANOVA to test the null hypotheses at a significance level of .05. In order to address the research questions and evaluate the extent to which occupational stressors predict teacher effectiveness, the following regression coefficients were employed:

Beta (β) value	Interpretation
+/_ 0.81 to 0.99	Very Strong influence
+/_ 0.61 to 0.80	Strong influence
+/_ 0.41 to 0.60	Somewhat weak influence
+/_ 0.21 to 0.40	Weak influence

+/_ 0.00 to 0.20

Very weak influence

To assess the null hypotheses, a significance level of .05 ($p < .05$) was employed. For probability value below .05, the result was deemed significant, leading to the rejection of the null hypothesis. Conversely, for probability value above .05 ($p > .05$), the result was considered not significant and the null hypothesis retained.

Result

Research Question 1: To what extent does stressors pertaining to infrastructural facilities predict teaching effectiveness of technical school teachers in Akwa Ibom State?

Table 1: Regression analysis on the extent to which infrastructural facilities stressors predict teaching effectiveness of technical school teachers in Akwa Ibom State.

Model	Unstandardized Coefficients		Standardized Coefficients	R ²
	B	Std. Error	Beta	
(Constant)	9.788	1.217		
teaching effectiveness	-.276	.083	.260	.068

Table 1 revealed the regression analysis on the extent to which infrastructural facilities stressors predicted the teaching effectiveness of technical school teachers in Akwa Ibom State. The results showed that for each additional unit increase in stress associated with infrastructural facilities, teaching effectiveness decreased by 0.276 units, as indicated by the unstandardized regression coefficient ($B = -0.276$). This finding indicated that stress arising from infrastructural facilities had a negative influence on the teaching effectiveness of technical school teachers. Furthermore, the standardized beta coefficient ($\beta = 0.260$) showed that infrastructural facilities stressors made a notable contribution to predicting teaching effectiveness. The coefficient of determination ($R^2 = 0.068$) indicated that approximately 6.8% of the variation in teaching effectiveness was explained by stress originating from infrastructural facilities.

Research Question 2: To what extent does predictive influence of stressors relate to workload on teaching effectiveness of technical school teachers in Akwa Ibom State?

Table 2: Regression analysis on the extent to which workload stressors predict the teaching effectiveness of technical school teachers in Akwa Ibom State.

Model	Unstandardized Coefficients		Standardized Coefficients	R ²
	B	Std. Error	Beta	
(Constant)	9.580	1.226		
teaching effectiveness	-.254	.073	.271	.073

Table 2 revealed the regression analysis on the extent to which workload stressors predicted the teaching effectiveness of technical school teachers in Akwa Ibom State. The results showed that for each additional unit increase in workload-related stress, teaching effectiveness decreased by 0.254 units, as indicated by the unstandardized regression coefficient ($B = -0.254$). This finding indicated that workload stressors exerted a negative influence on the teaching effectiveness of technical school teachers. Furthermore, the standardized beta coefficient ($\beta = 0.271$) showed that workload stressors made a meaningful contribution to predicting teaching effectiveness. The coefficient of determination

($R^2 = 0.073$) indicated that approximately 7.3% of the variation in teaching effectiveness was affected by workload stressors.

Research Question 3: To what extent does predictive relationship exist between stressors pertaining to instructional materials and teaching effectiveness of technical school teachers in Akwa Ibom State?

Table 3: Regression analysis on the extent instructional material stressors predicts the teaching effectiveness of technical school teachers in Akwa Ibom State.

Model	Unstandardized Coefficients		Standardized Coefficients	R^2
	B	Std. Error	Beta	
(Constant)	3.001	.628		.458
teaching effectiveness	-.395	.045	.819	

The data in Table 3 revealed the regression analysis on the extent to which instructional material stressors predicted the teaching effectiveness of technical school teachers in Akwa Ibom State. The results showed that for each additional unit increase in stress associated with instructional materials, teaching effectiveness decreased by 0.395 units, as indicated by the unstandardized regression coefficient ($B = -0.395$). This finding indicated that stress arising from inadequate or unavailable instructional materials had a strong negative influence on the teaching effectiveness of technical school teachers. Furthermore, the standardized beta coefficient ($\beta = 0.819$) indicated that instructional material stressors made a very strong contribution to predicting teaching effectiveness. The coefficient of determination ($R^2 = 0.458$) indicated that approximately 45.8% of the variation in teaching effectiveness was affected by instructional material stressors.

Research Question 4: To what extent does predictive correlation exist between student disciplinary issues and teaching effectiveness of technical school teachers in Akwa Ibom State?

Table 4: Regression analysis on the extent to which student disciplinary issues predict the teaching effectiveness of technical school teachers in Akwa Ibom State.

Model	Unstandardized Coefficients		Standardized Coefficients	R^2
	B	Std. Error	Beta	
(Constant)	6.583	.895		.586
teaching effectiveness	-.518	.063	.555	

Table 4 revealed the regression analysis on the extent to which student disciplinary issues predicted the teaching effectiveness of technical school teachers in Akwa Ibom State. The results showed that for each additional unit increase in stress associated with student disciplinary issues, teaching effectiveness decreased by 0.518 units, as indicated by the unstandardized regression coefficient ($B = -0.518$). This finding indicated that challenges related to student discipline had a substantial negative influence on the teaching effectiveness of technical school teachers. Furthermore, the standardized beta coefficient ($\beta = 0.555$) showed that student disciplinary issues made a strong contribution to predicting teaching effectiveness. The coefficient of determination ($R^2 = 0.586$) indicated that approximately 58.6% of the variation in teaching effectiveness was affected by student disciplinary issues.

Research Hypothesis 1: Stressors pertaining to infrastructural facilities does not significantly predict teaching effectiveness of technical school teachers in Akwa Ibom State.

Table 5: ANOVA analysis on the infrastructural facilities stressors on teaching effectiveness of technical school teachers in Akwa Ibom State.

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)	Decision
Regression	90.559	1	90.559	10.970	.001 ^a	*Sig
Residual	1246.500	151	8.255			
Total	1337.059	152				

*sig - significant at $p < .05$

Table 5 showed the regression analysis of the influence of infrastructural facilities stressors on the teaching effectiveness of technical school teachers in Akwa Ibom State. The results indicated that the regression model was statistically significant, with an F-value of 10.970 and a corresponding p-value of .001. Since the p-value was less than the 0.05 level of significance, infrastructural facilities stressors were found to significantly predict teaching effectiveness. This result implied that variations in teaching effectiveness among technical school teachers were significantly influenced by stress arising from infrastructural facilities.

Research Hypothesis 2: Stressors relate to workload does not significantly influence teaching effectiveness of technical school teachers in Akwa Ibom State.

Table 6: ANOVA analysis on the workload stressors on teaching effectiveness of technical school teachers.

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)	Decision
Regression	98.143	1	98.143	11.962	.001 ^a	*Sig
Residual	1238.916	151	8.205			
Total	1337.059	152				

*Sig - significant at $p < .05$

Table 6 showed the regression analysis of the influence of workload stressors on the teaching effectiveness of technical school teachers in Akwa Ibom State. The results indicated that the regression model was statistically significant, with an F-value of 11.962 and a corresponding p-value of .001. Since the p-value was less than the 0.05 level of significance, workload stressors were found to significantly predict teaching effectiveness. This result implied that variations in teaching effectiveness among technical school teachers were significantly influenced by stress arising from workload demands.

Research Hypothesis 3: There is no significant relationship between stressors pertaining to instructional materials and teaching effectiveness of technical school teachers in Akwa Ibom State.

Table 7: ANOVA analysis on the instructional materials stressors on teaching effectiveness of technical school teachers.

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)	Decision
Regression	896.973	1	896.973	30.765	.001 ^a	*Sig
Residual	440.086	151	2.914			
Total	1337.059	152				

*sig - significant @ $p < .05$

The data in Table 7 showed the regression analysis of the influence of instructional materials stressors on the teaching effectiveness of technical school teachers in Akwa Ibom State. The results indicated that the regression model was statistically significant, as evidenced by an F-value of 30.765 and a corresponding p-value of .001. Since the p-value was less than the 0.05 level of significance, instructional materials stressors were found to significantly predict teaching effectiveness. This result implied that variations in teaching effectiveness among technical school teachers were significantly influenced by stress arising from instructional materials.

Research Hypothesis 4: There is no significant correlation between student disciplinary issues and teaching effectiveness of technical school teachers in Akwa Ibom State.

Table 8: ANOVA analysis on the student disciplinary issues stressors on teaching effectiveness of technical school teachers.

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)	Decision
Regression	412.378	1	412.378	67.341	.001 ^a	*Sig
Residual	924.680	151	6.124			
Total	1337.059	152				

*Sig - significant at $p < .05$

Table 8 showed the regression analysis of the influence of student disciplinary issues stressors on the teaching effectiveness of technical school teachers in Akwa Ibom State. The results indicated that the regression model was statistically significant, with an F-value of 67.341 and a corresponding p-value of .001. Since the p-value was less than the 0.05 level of significance, student disciplinary issues stressors were found to significantly predict teaching effectiveness. This result implied that variations in teaching effectiveness among technical school teachers were strongly influenced by stress arising from student disciplinary issues.

Discussion

The findings of research question one revealed that infrastructural facilities stressors negatively influenced the teaching effectiveness of technical school teachers in Akwa Ibom State. Specifically, the regression analysis indicated that for each unit increase in stress associated with infrastructural facilities, teaching effectiveness decreased by 0.276 units ($B = -0.276$), with a standardized beta coefficient of 0.260. The coefficient of determination ($R^2 = 0.068$) suggested that approximately 6.8% of the variation in teaching effectiveness could be attributed to stress arising from infrastructural facilities. This implies that inadequacies in the physical and workshop infrastructure such as poorly maintained workshops, obsolete machines, insufficient workspace and unsafe learning environments exert a measurable negative effect on teachers' ability to deliver effective instruction. The

corresponding hypothesis one tested whether infrastructural facilities stressors significantly predicted teaching effectiveness. The ANOVA results showed that the regression model was statistically significant ($F = 10.970$, $p = 0.001$), indicating that infrastructural stressors are indeed significant predictors of teaching effectiveness. This result confirms that teachers' instructional performance is influenced by the adequacy of school facilities, supporting the notion that poor infrastructure increases occupational stress and reduces teaching efficiency. These findings are consistent with prior studies that indicating the link between inadequate facilities and diminished teacher effectiveness. For instance, Mailumo and Ivagher (2019) found that weak infrastructure and poor physical work settings in secondary schools were associated with lower teacher effectiveness. Similarly, Dankade, Bello and Deba (2016) noted that vocational teachers experiencing infrastructural challenges reported reduced job performance due to increased workload, classroom management challenges and workshop inefficiencies. The present study extends these findings to TVET teachers in technical colleges, confirming that infrastructural deficits although explaining a smaller portion of the variation (6.8%) compared to other stressors still have a significant and negative impact on teaching effectiveness.

The findings of research question two revealed that workload stressors negatively affected the teaching effectiveness of technical school teachers in Akwa Ibom State. The regression analysis indicated that for each additional unit increase in workload-related stress, teaching effectiveness decreased by 0.254 units ($B = -0.254$). The standardized beta coefficient ($\beta = 0.271$) showed that workload stressors made a meaningful contribution to predicting teaching effectiveness. The coefficient of determination ($R^2 = 0.073$) showed that approximately 7.3% of the variation in teaching effectiveness was explained by workload stressors. This implies that excessive teaching loads, additional administrative responsibilities and continuous workshop supervision collectively reduce teachers' capacity to deliver lessons effectively and engage learners. The corresponding hypothesis two tested whether workload stressors significantly predict teaching effectiveness. The ANOVA results confirmed that the regression model was statistically significant ($F = 11.962$, $p = 0.001$). This indicates that workload-related stressors are significant predictors of teaching effectiveness among technical school teachers. In practical terms, teachers experiencing high workload pressure are more likely to exhibit reduced lesson preparation, lower classroom management efficiency and decreased enthusiasm for instructional delivery. These findings align with previous studies that link workload stress to occupational ineffectiveness. For instance, Ekpo and Ndum (2021) observed that workload pressure and psychological stress among university lecturers significantly influenced teaching, research output and community service, indicating how excessive work demands compromise professional effectiveness. Similarly, Usoro and Etuk (2016) reported that high task demands combined with limited control over work schedules negatively affected lecturers' instructional output. Although Amalu (2014) found no measurable association between workload stress and teaching performance among secondary school teachers in Cross River State, the present study demonstrates that in TVET contexts where practical instruction, workshop supervision and machinery handling are critical workload stress exerts a significant negative effect. This underscores the higher physical and cognitive demands placed on TVET teachers compared to general classroom educators.

The findings of research question three revealed that instructional material stressors had a strong negative influence on the teaching effectiveness of technical school teachers in Akwa Ibom State. The regression analysis showed that for each additional unit increase in stress associated with inadequate or unavailable instructional materials, teaching effectiveness decreased by 0.395 units ($B = -0.395$). The standardized beta coefficient ($\beta = 0.819$) indicated a very strong predictive contribution of instructional material stressors to teaching effectiveness. The coefficient of determination ($R^2 = 0.458$) revealed that approximately 45.8% of the variation in teaching effectiveness was attributable to stress arising from insufficient instructional materials. This implies that limitations in access to textbooks, laboratory equipment, audio-visual aids and other teaching resources considerably constrain teachers' ability to deliver lessons effectively, supervise practical work and engage learners in meaningful skill

acquisition. The corresponding hypothesis three tested whether instructional materials stressors significantly predict teaching effectiveness. The ANOVA results confirmed that the regression model was statistically significant ($F = 30.765$, $p = 0.001$), indicated that stress due to inadequate instructional resources is a significant predictor of teaching effectiveness. In practical terms, teachers facing deficits in essential instructional materials experience increased occupational stress, which undermines lesson preparation, reduces instructional quality and lowers students' learning outcomes. These findings are supported by several prior studies. Mailumo (2018) noted that limited access to teaching resources in technical colleges increases teachers' workload and stress, requiring them to improvise or overexert to meet instructional objectives. Ejiro (2011) and Stanley (2021) emphasized that both classroom and administrative instructional supports, including laboratory and workshop materials, are crucial for effective teaching. Marufu (2022) further reported that shortages of laboratory materials and outdated equipment impose additional strain on science teachers, requiring external sourcing and extra effort. The present study confirms these findings within the TVET context, demonstrating that the availability of instructional materials is a critical determinant of teachers' effectiveness.

The findings of research question four revealed that student disciplinary issues significantly and negatively influenced the teaching effectiveness of technical school teachers in Akwa Ibom State. The regression analysis indicated that for each additional unit increase in stress associated with student disciplinary issues, teaching effectiveness decreased by 0.518 units ($B = -0.518$). The standardized beta coefficient ($\beta = 0.555$) suggested a strong contribution of student discipline-related stressors in predicting teaching effectiveness. The coefficient of determination ($R^2 = 0.586$) indicated that approximately 58.6% of the variation in teaching effectiveness was explained by stress arising from student disciplinary challenges. This implies that persistent student misbehaviour, including classroom disruptions, defiance of school authority and breaches of school rules, substantially reduces teachers' ability to deliver lessons effectively, maintain classroom control and engage students in skill acquisition activities. The corresponding hypothesis four tested whether stressors related to student disciplinary issues significantly predicted teaching effectiveness. The ANOVA results confirmed that the regression model was statistically significant ($F = 67.341$, $p = 0.001$), indicating that student disciplinary stressors are indeed significant predictors of teaching effectiveness. In practice, teachers facing persistent student misconduct experience heightened emotional strain, frustration and reduced morale, which negatively affect lesson delivery and overall instructional quality. These findings align with previous empirical studies. Mailumo (2018) noted that student indiscipline, including disruptive behaviours and disrespect for authority, negatively affects teaching quality in technical and vocational settings. Finn, Fish and Scott (2008) emphasized that classroom disruptions reduce teaching time and force teachers to allocate more attention to behaviour management rather than instruction. Similarly, Amogne (2014) and John (2013) reported that poor student behaviour correlates with teacher burnout, lower job satisfaction and higher turnover rates. The present study corroborates these findings in the TVET context, showing that effective student management is critical for teachers' instructional performance.

Conclusion

The study evaluated the predictive influence of occupational stressors on the teaching effectiveness of technical school teachers in Akwa Ibom State with focus on stressors related to infrastructural facilities, workload, instructional materials and student disciplinary issues. Findings revealed that stress arising from inadequate infrastructural facilities significantly reduced teaching effectiveness, although its contribution was relatively modest which showed the role of workshop and classroom conditions in shaping instructional performance. Workload stressors also exerted a significant negative effect, confirming that excessive teaching loads, administrative responsibilities and continuous supervision compromise teachers' ability to prepare lessons, manage classrooms and engage students effectively. Stress associated with instructional materials emerged as a very strong

predictor of teaching effectiveness, demonstrating that shortages of textbooks, laboratory equipment and other learning resources substantially limit teachers' capacity to deliver quality instruction and support skill acquisition. Similarly, student disciplinary issues were found to strongly and negatively influence teaching effectiveness, reflecting the disruptive impact of indiscipline, defiance and classroom management challenges on instructional outcomes.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Technical colleges should endeavor to provide adequate and well-maintained infrastructural facilities to reduce stress and enhance teaching effectiveness.
2. School administrators should endeavor to implement workload management strategies to prevent excessive teaching and administrative demands on teachers.
3. Sufficient instructional materials, including textbooks, laboratory equipment and audio-visual aids, should endeavor to be made available to support quality teaching and learning.
4. Effective student discipline policies and classroom management training should endeavor to be enforced to minimize disruptions and promote productive learning environments.
5. Policymakers should design support programs and interventions aimed at reducing occupational stress and improving the professional wellbeing of TVET teachers.

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