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MANAGERIAL STRATEGIES FOR PROPER HANDLING OF WORKSHOP TOOLS BY BUILDING TECHNOLOGY EDUCATION STUDENTS IN RIVERS STATE

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ABSTRACT: *The study investigated the managerial strategies for proper handling of workshop tools by building technology education students in Rivers State. Specifically, the study sought to investigate planning, organising, co-coordinating and controlling strategies for proper handling of workshop tools by building technology education students in Rivers State. The study adopted a descriptive survey design. The population of the study comprised 21 lecturers and 12 workshop attendants in state and federal institutions which encompassed Rivers State University, Port-Harcourt, Ignatius Ajuru University of Education, Port-Harcourt and Federal College of Education (Technical) Omoku. The population was manageable and hence the entire population was used for the study. Therefore, no sampling method was adopted. The objectives were formulated, answered and tested at a .05 level of significance. The instrument used for the study was a survey questionnaire. The instrument was face validated by two Vocational Technology Education lectures at Rivers State University, Port-Harcourt, and it was tested for reliability using the Cronbach alpha reliability coefficient method. A reliability value of .82 was obtained. Mean and standard deviation was used to answer the research questions while the t-test statistical tool was used to test the hypotheses. The study found among others that planning out the required logical steps for students on the usage of workshop tools, arranging for proper integration of workshop tools in students' practical section, organising safety procedures for students on the usage of workshop tools, organising requisite guideline for students towards the handling of workshop tools. Co-ordinating students to secure workshop tools properly during practical activities, co-ordinating students to maintain a cordial relationship in handling workshop tools, controlling students to be violent free when handling tools in the workshop and overseeing students to avoid anxiety in the use of workshop tools are managerial strategies for proper handling of workshop tools by building technology education students in Rivers State. Therefore, it was recommended that educators of building technology should ensure that the required logical steps concerning general workshop tools management are assured because it will help in giving out requisite guidelines for practical activities.*

KEYWORDS: Managerial, Strategies, Proper Handling, Workshop Tools, Building Technology Education Students.

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INTRODUCTION

Technical and Vocational Education and Training (TVET) is programmed to be dynamic towards solving national development as they emanate. It has been a fundamental part of national development in many nations because of its positive effect on national industrial productivity and economic growth (Nwankwo et al, 2013). TVET is pertinent simply because individuals who get involved in it retain skills that strive them to become useful citizens in the nation at large and as well contribute tremendously to adequate building development. It is also a process involved in the study of technologies and related science meant for the acquisition of requisite skills, attitude, understanding and knowledge that is in consonance with occupation relating to building technology education. Building Technology education is designed towards the learning of basic building drawings, blueprint reading, building codes, construction project management and general building construction encompassing walls, roofs, floors, foundations and other interior and exterior structures. According to Anaele et al (2016), the major goal of building technology education is to prepare students for successful employment in the labour market and equip students with the required skills that can enable them to earn a living. Nigeria, like most developing nations of the world, needs well-articulated building programmes to enable her to gain economic and technological development. Consequently, building technology education programmes are designed to have classrooms with workshops. A workshop refers to a room or building where tools and machines are kept and used for making or preparing things (Okala, 2015). Also, Amadike and Ochogba (2019) described a workshop as a place or building where technology products are produced or repaired through technological manipulations. In order to achieve the aims of the workshops, several tools, machines and other equipment are provided. Thus, in building technical education, students are expected to get involved in adequate usage of tools, such as hammers, tapes, trowels, spirit levels, shovels, head Pan, spades, Pointer, Lines, and among others and not otherwise in workshop practical settings. Uzoegula (2016) affirmed that the utilisation of workshop tools enhances students' acquisition during workshop practices. The use of workshop tools provides a platform for the students to experiment, study, imagine, create, design, construct, dismantle, repair and build equipment (sulamen, 2017).

Unfortunately, in building technology education, students are accused of improper handling of workshop tools. The improper handling of workshop tools has overtimes resulted in aggression, frustration, stealing, financial and psychological stress, and other respective social vices. This is indeed very regrettable considering the fact that graduates of the building are not supposed to be involved in this kind of activity, because they are meant to be self-reliant. However, the improper handling of workshop tools by building technology students may be a result of poor management in building workshops. Management is the coordination of people’s efforts to accomplish goals by using available resources effectively and efficiently (Olaye, 2006). Meanwhile, for effective management, different management strategies are usually employed.

Amesi (2011) describe strategy as a careful plan or method for achieving a particular goal usually over a long period. Therefore, management strategy strategies include planning, organising, directing, coordinating, leading, motivating and controlling strategies that are geared towards the accomplishment of organisational set goals (Fayol,2019).

Tripeny et al (2013) observed that poor management strategies adopted in building workshops by both educators and workshop attendants have caused a lot of problems due to lack of

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planning, poor housekeeping, damaged equipment, students' exposure to workshop hazards, cases of accident and students graduating without acquiring the required skills for effective use in their occupation. Buttressing more on this, planning in managerial strategies stipulates the first logical step or decision indicated for adequate handling of tools in building workshops. Olabiyi (2005) posited that planning is the process of preparing a set of decisions for action in the future directed at achieving goals by optical means. Meanwhile, the strategy involved in organising building workshops reflects on the division of works performed by students, the arrangement and assigning of equipment, tools and materials to be used and the development of structures to facilitate and ensure its completion (Isodu, 2017). In coordinating the process, the efforts of all the groups of staff in the implementation are caused to function appropriately at the right time towards achieving the objective of tools management in the workshops projects (Olaitam 2010). Significantly, the outlined controlling strategies reflect on carrying out regular inspection during and after the Practical section, regular observation of healthful ventilation, enforcing noise control on and equipment adequate guild line for students on the proper usage of tools and equipment and adequate guidelines line to avoid anxiety (Adiela and Ochogba 2010). Therefore, this research work is designed to ascertain the managerial strategies for the proper handling of workshop tools by building technology education students in Rivers State.

Statement of the Problems

Over the years, TVET programmes have increasingly contributed to preparing knowledgeable students to meet the industrial age to the information age. Adiela (2020) puts it that the approach to TVET can be articulated to mean the source or the bedrock of a meaningful technological breakthrough all over the world. TVET is understood as comprising educational training in the workshop and skills development relating to a wide range of building technology education programmes. Building technology education workshops have been faced with the challenges of frequent wastage, indiscriminate loss and damage of tools by students, workshop attendants and even educators. At times, some of the tools wasted and damaged are not replaced and the available ones are mishandled due to poor management. Consequently, some practical activities that students are supposed to participate in eluding them since the tools needed are not available. Therefore, some students may graduate without the requisite skills due to a lack of facilities as a result of poor management. This could cause graduates that would have been gainfully employed in building industries to demonstrate their potential and resourcefulness to lack competency. This incompetency has now shifted their attention to so many undesirable activities such as kidnapping, armed robbery, cultism, oil and pipeline vandalization and among others. All these situations and many more which seem to be escalating are articulated to poor tool management planning systems (UNESCO, 2002). Therefore, in accordance with these challenges, this study is posed to ascertain the managerial strategies for proper handling of workshop tools by building technology education students in Rivers State.

Purpose of the Study

The main purpose of the study was to investigate managerial strategies for the proper handling of workshop tools by building technology education students in Rivers State. Specifically, the objectives of the study sought to;

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1. Examine the planning strategies for proper handling of workshop tools by building technology education students in Rivers State.
2. Determine the organising strategies for proper handling of workshop tools by building technology education students in Rivers State.
3. Ascertain the coordinating strategies for proper handling of workshop tools by building technology education students in Rivers State.
4. Determine the controlling strategies for proper handling of workshop tools by building technology education students in Rivers State.

Research Questions

Based on the stated purpose of the study, the following questions guided the study.

1. What are the planning strategies for the proper handling of workshop tools by building technology education students in Rivers State?
2. What are the organising strategies for the proper handling of workshop tools by building technology education students in Rivers State?
3. What are co-ordinating strategies for the proper handling of workshop tools by building technology education students in Rivers State?
4. What are the controlling strategies for the proper handling of workshop tools by building technology education students in Rivers State?

Hypotheses

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

1. There is no significant difference between the mean responses of lectures and workshop attendants on the planning strategies for proper handling of workshop tools by building technology education students in Rivers State.
2. There is no significant difference between the mean responses of lectures and workshop attendants on the organising strategies for proper handling of workshop tools by building technology education students in Rivers state.
3. There is no significant difference between the mean responses of lectures and workshop attendants on co-ordinating strategies for proper handling of workshop tools by building technology education students in Rivers State.
4. There is no significant difference between the mean responses of lecturers and workshop attendants on controlling strategies for proper handling of workshop tools by building technology education students in Rivers State.

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METHODOLOGY

The study was carried out in three tertiary institutions, that offer to build technology education which are Rivers State University Port Harcourt (RSU), Ignatius Ajuru University of Education, Port Harcourt (IAUOE) and Federal College of Education (Technical) Omoku (FCET) in Rivers State. The research design adopted for this study was a descriptive survey design. It was descriptive because the researcher collected a large sample from lectures and workshop attendants in all the mentioned institutions under study. The population for the study was 33, comprising 21 lecturers and 12 workshop attendants from the institutions under study. The population was manageable hence, the entire population was used for the study which means that there was no sampling method utilised for the study. In eliciting information from the respondents, research instruments such as questionnaires were used. The questionnaire was self-made and tagged "Managerial Strategies for Proper Handling of Workshop Tools by Building Technology Education students in Rivers state (MSPHWTBTES). It was structured in the pattern of 5 point Likert rating scale of Strongly Agree (SA-5), Agree (A-4), Undecided (U-3), Disagree (D-2) and Strongly Disagree (SD-1). The instrument was validated by two experts in Vocational Technology Education Department based on spelling, tenses used, appropriateness and among others. Also, the reliability of the instrument was established using Cronbach Alpha Reliability Co-efficient. To achieve the reliability of the instrument, 8 lectures and 6 workshop who were not part of the sample, were simple randomly selected. The responses to the instrument were correlated. A reliability value of 0.82 was obtained which was adequate for the study. After the reliability exercise, the instrument was administered, retrieved on the spot. Also the instruments administered were retrieved and used for the analysis of the study. Mean and standard derivation was used to answer the research questions, while t-test statistical tool was used to test the hypotheses at a 0.05 level of significance. Mean values less than 3.00 were rejected meaning that the mean value was disagreed, while the mean values equal or greater than 3.00 were accepted meaning that the mean value was agreed upon. Moreso, t-calculated (t-cal) less than t-critical (t-crit) was accepted meaning that the hypothesis was not significant while t-cal greater than t-crit was rejected meaning that the hypothesis was significant.

RESULTS AND FINDINGS

Research Question 1

What are the planning strategies for proper handling of Workshop tools by Building Technology education students in Rivers State?

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Table 1 Mean Scores on Planning Strategies for Proper Handling of Workshop Tools by Building Technology Education Students.

S/N Planning Strategies	Lecturers (n=21) $\bar{X}1$	SD1	Decision	Workshop attendants (n=12) $\bar{X}2$	SD2	Decision
1. Planning out requisite logical steps for students in the usage of workshop tools	3.61	.91	Agree	3.59	.66	Agree
2. Arranging for proper integration of workshop tools in students practical sections	3.40	.63	Agree	3.41	.75	Agree
3. Arranging a list of tools and specifications for students practical activities in the workshop premises	3. 31	.74	Agree	3.57	.91	Agree
4. Mapping out workshop tools assessment procedure	3.50	.74	Agree	3.47	.70	Agree
5. Preparing guideline for tools used in the workshop	3.30	.59	Agree	3. 25	.63	Agree
6. Projecting requisite methods for securing workshop tools	3.73	.99	Agree	3. 42	.90	Agree
7. Working out suitable environment for storage of tools in the workshop	3. 44	.81	Agree	3. 81	.31	Agree
8. Setting up decision rules for the usage of workshop tools in future by optimal Means	3. 31	.82	Agree	3.38	.61	Agree
Grand mean & SD	**3. 45**	**.78**	**Agree**	**3. 49**	**.68**	**Agree**

Source: Field Survey, 202

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Table I on planning strategies for proper handling of workshop tool by building technology education students in Rivers State showed that lecturers and workshop attendants agreed that all the items highlighted are planning strategies for proper handling of workshop tools by building technology education students. This is based on the grand mean scores of 3.45 and 3.49 respectively, which is above 3.00 which was earlier stated as the acceptable mean. Also, the grand mean scores for each of the items show a high level of acceptance for each of the items by each group. Furthermore, the closeness in the standard deviation for the two groups which is .78 and .68 shows homogeneity in their responses. This finding is in line with Olayi (2009) that planning is the process of preparing a set of decisions for actions in future directed at achieving goals by optional means.

Research Question 2

What are the organising strategies for proper handling of workshop tools by building technology education students in Rivers state?

Table 2: Mean Scores on Organising Strategies for Proper Handling of Workshop Tools by Building Technology Educa-tion Students.

S/N	Organising Strategies	Lecturers (n=21)		Decision	Workshop attendants (n=12)		Decision
		$\bar{X}1$	SD1		$\bar{X}2$	SD2	
1.	Organising Safety procedures for students on the usage of workshop tools	3.20	.58	Agree	3.62	.83	Agree
2.	Organising requisite guidelines for students towards the handling of workshop tools.	3.21	.95	Agree	3.82	.77	Agree
3.	Organising students to harmoniously handle tools in the workshop.	3.33	.56	Agree	3.76	.53	Agree
4.	Organising relevant procedures to guide student on tools utilisation in the workshop.	3.67	1.22	Agree	3.50	.64	Agree
5.	Assembling workshop tools	3.37	.86	Agree	3.78	1.14	Agree

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	properly for students practical activities.						
6.	Sorting out relevant workshop tools set aside for students practical activities	3.35	.32	Agree	3.88	.38	Agree
7.	Organising requisite structures needed to adequately secure tools in the workshop	3.73	.92	Agree	3.57	.42	Agree
8.	Organising seminars for students on the methods involved in handling tools in the workshop.	3.46	.22	Agree	3.44	.55	Agree
	Grand mean and S.D	**3.37**	**.70**	**Agree**	**3.67**	**.66**	Agree

Source: field survey 2022.

Table 2 on organising strategies for proper handling of workshop tools by building technology education students in Rivers state showed that lecturers and workshop attendants agreed that all the items highlighted are organising strategies for proper handling of workshop tools by building technology education students. This is based on the grand mean scores of 3.37 and 3.67 respectively, which is above 3.00 which was earlier stated as the acceptable mean. Also, the grand mean scores for each of the items show a high level of acceptance for each of the items by each group. Furthermore, the closeness in the standard deviation for the two groups which is .70 and .66 shows homogeneity in their responses. This finding is in agreement with **Isiodu** (2017) that the strategy involved in organising building workshops reflects on the division of works performed by students, the arrangement and assigning of equipment, tools and materials to be used and the development of structures to facilitate and ensure its completion.

Research Question 3

What are the co-coordinating strategies for the Proper handling of Workshop tools by building technology Education Students in Rivers state?

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Table 3 Mean Scores on Co-ordinating Strategies for Proper Handling of Workshop Tools by Building Technology Education Students.

S/N	Co-ordinating Strategies	Lecturers (n=21)			Workshop attendants (n=12)		
		$\bar{X}1$	SD1	Decision	$\bar{X}2$	SD2	Decision
1.	Coordinating students to secure tools properly during the practical section in the workshop	3.79	.66	Agree	3.73	.91	Agree
2.	Coordinating students to maintain cordial relationships in the handling of workshop tools	3.42	.44	Agree	3.60	.59	Agree
3.	Coordinating students towards proper tools management in the workshop.	3.31	1.24	Agree	3.67	.72	Agree
4.	Coordinating students towards the maintenance of workshop tools on regular basis.	3.52	1.29	Agree	3.47	.56	Agree
5.	Coordinating students on the procedures to handle tools in the workshop	3.66	.99	Agree	3.53	1.14	Agree
6.	Coordinating students towards providing an enabling environment in the workshop that will be frustration and aggression free for	3.74	.62	Agree	3.80	.49	Agree

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	the utilisation of tools.						
	Grand mean and S.D	**3.57**	**.87**	**Agree**	**3.63**	**.73**	**Agree**

Source: field survey 2022.

Table 3 on co-coordinating strategies for proper handling of workshop tools by building technology education students in Rivers state showed that lecturers and workshop attendants agreed that all the items highlighted are co-ordinating strategies for proper handling of work tools by building technology education students. This is based on the grand mean scores of 3.57 and 3.63 respectively, which is above 3.00 which was earlier stated as the acceptable mean. Also, the grand mean scores for each of the items show a high level of acceptance for each of the items by each group. Furthermore, the closeness in the standard deviation for the two groups which is .87 and .73 shows homogeneity in their responses. This finding is in agreement with (Olaitan 2010) that the efforts of all the groups of staff in the implementation are caused to function appropriately at the right time towards achieving the objective of tools management in workshop projects.

Research Question 4

What are the controlling strategies for the Proper handling of Workshop tools by building technology Education Students in Rivers state?

Table 4 Mean Scores on Controlling Strategies for Proper Handling of Workshop Tools by Building Technology Education Students.

S/N	Controlling Strategies	Lecturers (n=21)			Workshop attendants (n=12)		
		$\overline{X}1$	SD1	Decision	$\overline{X}2$	SD2	Decision
1.	Controlling students to be violence-free when handling tools in the workshop	3.83	.62	Agree	3.67	.31	Agree
2.	Overseeing students to avoid anxiety	3.91	.72	Agree	3.44	.89	Agree

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	about the usage of workshop tools.						
3.	Controlling students to handle tools properly during and after a practical section in the workshop	3.52	.89	Agree	3.76	.51	Agree
4.	Guiding students on the procedure to work with tools in the workshop	3.35	1.13	Agree	3.94	.21	Agree
5.	Directing students to handle tools with care in the workshop	3.21	.63	Agree	3.80	1.14	Agree
6.	Supervising students during practical activities to pick up the right tools in the workshop.	3.84	1.50	Agree	3.98	.75	Agree
	Grand mean and S.D	**3.61**	**.91**	**Agree**	**3.76**	**.63**	Agree

Source: field survey 2022.

Table 4 on controlling strategies for proper handling of workshop tools by students in building technology education in Rivers state showed that lecturers and workshop attendants agreed that all the items highlighted are planning strategies for proper handling of workshop tools by building technology education students. This is based on the grand mean scores of 3.61 and 3.76 respectively, which is above 3.00 which was earlier stated as the acceptable mean. Also, the grand mean scores for each of the items show a high level of acceptance for each of the items by each group. Furthermore, the closeness in the standard deviation for the two groups

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which is .91 and .63 shows homogeneity in their responses. This finding is in agreement with Adiela and Ochogba (2010) that outlined controlling strategies to reflect on the carrying out of regular inspections during and after the practical section, regular observation of healthful ventilation, enforcing noise control on tools and equipment, adequate guidelines for students on the proper usage of tools and equipment and among others.

Hypothesis 1

There is no significant difference between the mean response of lectures and workshop attendants on the planning strategies for proper handling of workshop tools by building technology education for students in Rivers state.

Table 5: t-test Analysis on Planning Strategies for Proper Handling of Workshop Tools by Building Technology Education Students.

Categories	n	X	SD	DF	t-Cal	t-Crit	Remark
Lecturers	21	3.45	.78	31	.15	2.02	Not Significant
Workshop attendants.	12	3.49	.68				

Source: Researcher's field survey 2022. Accept ho if t-cal<t-crit; otherwise reject

Table 5 showed that lecturers had the mean and standard deviation scores of 3.45 and .78 respectively, while the workshop attendant had the mean and standard deviation scores of 3.49 and .68 respectively. The t-cal value obtained was .15, while the t-crit was 2.02 with DF = 31 at a .05 level of significance for two tail test. This result showed that t-cal was less than t-crit, which means that the null hypothesis was accepted. Thus there was no significant difference between the mean responses of lecturers and workshop attendants on the planning strategies for proper handling of workshop tools, by building technology education for students in Rivers state.

Hypothesis 2

There is no significant difference between the mean responses of lecturers and workshop attendance on co-ordinating strategies for proper handling of workshop tools by building technology education students in Rivers state.

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Table 6: t-test Analysis on Organizing Strategies for Proper Handling of Workshop Tools by Building Technology Education Students.

Category	n	X	SD	DF	t-cal	t-crit	Remark
Lecturers	21	3.37	.70				
				31	1.23	2.02	Not significant
Workshop attendants	12	3.67	.66				

Source: Researcher's field survey 2020 accept Ho if t-cal<t-crit otherwise reject.

Table 6 showed that lectures had the mean and standard deviation scores of 3.37 and .70 respectively, while workshop attendants had the mean and standard deviation scores of 3.67 and .66 respectively. The t-cal value obtain was 1.23, while the t-crit was 2.02 with DF=31 at a .05 level of significance for two tail test. This result showed that t-cal was less than t-crit, which means that the null hypothesis was accepted. Thus, there was no significant difference between the mean responses of lectures and workshop attendants on organising strategies for proper handling of workshop tools by building technology education students in Rivers state.

Hypothesis 3

There is no significant difference between the mean responses of lectures and workshop attendants on co-ordinating strategies for proper handling of workshop tools by building technology education students in Rivers state.

Table 7: t-test Analysis on Co-ordinating Strategies for Proper Handling of Workshop Tools by Building Technology Education students

Category	n	X	SD	DF	t-cal	t-crit	Remark
Lecturers	21	3.57	.87				
				31	.21	2.02	Not significant
Workshop attendants	12	3.63	.73				

Source: Researcher's field survey 2020 Accept Ho if t-cal < t-crit, otherwise reject

Table 7 showed that lecturers had the mean and standard deviation scores of 3.57 and .87 respectively, while the workshop attendants had the mean and standard deviation scores of 3.63 and 0.73 respectively. The t-cal value obtained was .21, while the t-crit was 2.02 with DF=31 at .05 level of significance for two tailed test. This result showed that t-cal was less than t-crit, which means that the null hypothesis was accepted. Thus there was no significant difference between the mean responses of lectures and workshop attendants on the co-

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ordinating strategies for proper handling of workshop tools by building technology education students in Rivers state.

Hypothesis 4

There is no significant difference between the mean responses of lectures and workshop attendants on controlling strategies for proper handling of workshop tools by building technology education students in Rivers state.

Table 8: t-test Analysis on Controlling Strategies for Proper Handling of Workshop Tools by Building Technology Education Students

Category	n	X	SD	DF	t-cal	t-crit	Remark
Lecturers	21	3.61	.91				
				31	.56	2.02	Not significant
Workshop attendants	12	3.76	.63				

Source: Researcher's field survey 2020 Accept Ho if t-cal < t-crit, otherwise reject.

Table 8 showed that lecturers had mean and standard deviation scores of 3.61 and .91 respectively while the workshop attendants had mean and standard deviation scores of 3.76 and .63 respectively. The t-cal value obtained was .56, while the t-crit was 2.05 with DF=31 at .05 level of significance for two-tailed test. This result showed that t-cal was less than t-crit, which means that the null hypothesis was accepted. Thus, there was a significant difference between the mean responses of lecturers and workshop attendants on the coordinating strategies for proper handling of workshop tools in building technology education in Rivers state.

CONCLUSIONS

The study concludes that planning strategies for proper handling of workshop tools by building technology education students entail, planning out the required logical steps for students in the usage of workshop tools, arranging for proper integration of workshop tools in students practical sections, arranging a list of specifications for students practical activities in the workshop premises, mapping out workshop tool assessment procedures, among others. Apart from this, organising strategies for proper handling of workshop tools by building technology education students including organising safety procedures for students on the usage of workshop tools, organising requisite guidelines for students towards the handling of workshop tools, organising students to harmoniously handle tools in the workshop, and organising relevant procedures to guide students on tools utilisation in the workshop and many others. Moreso, coordinating strategies for proper handling of workshop tools by building technology education students encompass coordinating students to secure workshop tools properly during practical activities, coordinating students to maintain cordial a relationship in the handling of

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workshop tools, coordinating students towards proper tools management in the workshop, co-ordinating students to handle workshop tools properly on regular basis and others. Equally, controlling strategies for proper handling of workshop tools in building technology education students include controlling students to be violent free when handling tools in the workshop, overseeing students to avoid anxiety in the usage of workshop tools, guiding students on the procedure involved in noise control when working with tools in the workshop and among others.

RECOMMENDATIONS

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

1. Educators of building technology should ensure that, the required logical steps concerning general workshop tools management is assured. This will help in giving out requisite guidelines for practical activities.

2. Educators of building technology should ensure that regular safety procedures are obtainable in the usage of workshop tools by students during practical activities for longevity and sustainability of tools.

3. Educators of building technology should ensure that cordiality is assured between the students and authorities involved, for questions concerning practical difficulties to be freely addressed.

4. Educators of building technology should ensure that they oversee students on regular bases to avoid anxiety during and after the usage of workshop tools in every practical section in tertiary institutions in Rivers state. This will help in reducing the constraints students are passing through.

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