INNOVATIVE WORK BEHAVIOUR AND ORGANIZATIONAL FRUSTRATION AMONG WOODWORK TECHNOLOGY EDUCATION LECTURERS IN TERTIARY INSTITUTIONS IN NORTH-CENTRAL, NIGERIA

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MINNA

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN INDUSTRIAL AND TECHNOLOGY EDUCATION, WOODWORK TECHNOLOGY EDUCATION

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ABSTRACT

The study investigated the Innovative Work Behaviour and Organizational Frustration among Woodwork Technology Education Lecturers in Tertiary Institutions in North-central, Nigeria. Six research question and six null hypotheses guided the study. A descriptive survey research design was adopted for the study. The study was conducted in all tertiary institution offering woodwork technology education in North-central Nigeria. A total of 44 respondents made up of five lecturers from Federal College of Education, Pankshin, six lecturers from Nasarawa State College of Education, Akwanga, six lecturers from Niger State College of Education, Minna, four lecturer from Kogi State College of Education (Technical), Kabba six lecturers from Kwara State College of Education (Technical) Lafiagi, four lecturers from College of Education, Kastina-Ala, five lecturers from Federal University of Technology Minna, five lecturers from Benue State University and three lecturers from University of Jos. "Questionnaire on Innovative Work Behaviour and Organizational Frustration among Woodwork Technology Education Lecturers in Tertiary Institutions was validated by three experts in the Department of Industrial and Technology Education, Federal University of Technology Minna was used to collect data for the study. The reliability coefficient of the instrument was determined to be 0.85 through Cronbach Alpha Statistics. Mean and standard deviation were used to answer the six research questions while t-test statistics was used to analyse the six null hypotheses formulated for the study and tested at 0.05 level of significances. The findings among others revealed that majority of the items listed as innovative work behavior exhibited by woodwork technology education lecturers were strongly agreed with a grand mean of 3.55 and standard deviation of 0.47, which indicated that majority of the items as innovative work behaviours of woodwork technology education lecturers in tertiary institution. Majority of the items listed as level of organizational frustrations among woodwork technology education lecturers produced a grand mean of 3.56 and standard deviation of 0.48; consequently, strongly agreed with the majority of items as level of organizational frustrations among woodwork technology education lecturers. Majority of items listed as strategies for reducing organizational frustration among woodwork technology education lecturers had a grand mean of 3.81 and standard deviation of 0.33 indicating an agreement with the majority of items as impacts of organization frustration among woodwork technology education lecturers on the performance of students. Findings also revealed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on what constitutes innovative work behaviours in tertiary institution. Based on the findings it was recommended that the university lecturers should improve their attitudes towards work, in order to function in their area of specialization. School administrators should encourage the use of a multi-channel communication system. This will go a long way to reducing conflict situations, feelings of insecurity, confusion and resentment among staff.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Tertiary institutions are post-secondary institutions where students are trained to acquire relevant knowledge and skills in different occupations for employment in the world of work. These institutions include universities, colleges of education, polytechnics, monotechnics and other correspondence institutions. Akpotor (2018) described that tertiary institutions are established principally to enrich the academic enterprise and enhance the socio-cultural and economic wellbeing of the larger society through applied research. According to Federal Republic of Nigeria (FRN, 2014),the goals of tertiary institutions include: contribute to national development through high level relevant manpower training; develop and inculcate proper values for the survival of the individual and society; develop the intellectual capability of individuals to understand and appreciate their local and external environments; and acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society among others. The realization of stated goals requires effective implementation of several fields of study offered in tertiary institution such as technology education.

Technology education is one of the fields of study offered in tertiary institutions that prepare individual with knowledge, skills and attitude to function in the world of work. According to Aho *et al.* (2021), this type of education is designed to teach students to be prepared for a number of technology within specific field of study, teachers cover topic related to technology process, concepts and knowledge. This shows that the aim of technology education according to Raymond *et al.* (2019), is to equip individuals with the requisite teaching and technical skills in specific occupational area of specialization

to enable them function effectively as skilled teachers and technical personnel in industries. The stated aim seems far from being achieved considering the quality of technology education graduates produced from tertiary institutions. Huge skill shortage among graduates of Nigerian tertiary institution to satisfy both industrial and institutional demands in the occupational areas of technology education that include: automobile, building, electrical and electronics, metalwork as well as woodwork technology education.

Woodwork technology education is one of the courses of study in the field of technology education designed to equip individual with the skills of producing and servicing of wooden articles. Muhammad *et al.* (2019) described woodwork technology education as that area of specialization that involves the acquisition of knowledge, skills and attitudes in the manipulation, construction or fabrication of woodwork parts in the workshop. According to Shobowale *et al.,* (2020), woodwork technology education is a course aimed to provide students with experiences in woodworking industrial systems within a controlled environment that provides optimum exposure to real-life economic and production skills situation. The importance of producing skilled graduates in woodwork technology education to the economic development of Nigeria cannot be over emphasized.

Woodwork technology education is majorly offered in Colleges of Education leading to the award of Nigerian Certificate in Education (NCE) and in Universities leading to the award of Bachelors of Technology (BTech), Masters of Technology (MTech) and Doctor of Philosophy (PhD) degrees respectively. Unfortunately, the performance of woodwork technology education students in these tertiary institutions seems insufficient in ensuring the achievement of the aim of the course at all levels. Ogundeji (2020) rightly observed that, the problem facing technology education generally and

specifically, woodwork technology education in Nigeria is the low academic achievement of students that yielded the production of unskilled graduates who cannot function effectively in the society. The low academic achievement of these students is a serious threat not only to the realization of the aim of woodwork technology education but to socio-economic development of Nigeria. Ogundeji (2020) attributed the ugly situation of the recorded low academic achievement of students to ineffectiveness of lecturers in the implementation of woodwork technology education contents. This implied that, the production of unskilled graduate in tertiary institutions is attributed to the woodwork technology education lecturers.

Woodwork technology education lecturers are generally professionals in tertiary institutions saddled with the responsibility of equipping students with the knowledge and skills to function in educational institutions as teachers or in industries as technicians. Hassan *et al.* (2019) described woodwork technology education lecturers as instructors with both practical and theoretical knowledge/competencies required in the preparation of students to function in woodwork industries. Woodwork technology education lecturers are either from colleges of education or universities. Those from colleges of education are responsible for the production of NCE graduates while those from the universities produces BTech, MTech and PhD holders respectively.

However, regardless of institutions, woodwork technology education lecturers perform similar roles of preparing students for employment as teachers in educational institutions and as technicians or technologist in woodwork industry. According to Nwokolo (2018), the roles of woodwork technology education lecturers is to provide knowledge and skills of making or producing items from wood such as cabinets, joinery, furniture and general carpentry. Considering the technical nature of these roles, woodwork technology education lecturers are subjected to physical and psychological

unfavourable conditions. Norman (2018) stated that, the most unfavourable psychological conditions affecting the performance of lecturers in tertiary institutions in Nigeria is organizational frustration.

Organizational frustration is a serious psychological condition that affects the lives of most workers that include lecturers in Nigerian tertiary institutions. Tarnima *et al.* (2013) define organizational frustration as the type of psychological distress or a chronic negative psychological condition that results as work stressors on workers such as woodwork technology education lecturers. It can be seen as the situation that hinders workers' efforts towards the attainment of organizational targeted goals. According to Palmer (2019), organizational frustration refers to an interference with goal attainment or maintenance that is caused by some stimulus condition within organization. In the context of this study, organizational frustration could be seen as the interference with woodwork technology education lecturers' ability to carry out their day to day duties effectively.

Organizational frustration is not only an interference with lecturers' ability, but a true psychological condition that negatively affects every aspect of lecturers' ability. Barker *et al.* (2018) stated that, lecturers that experience organizational frustration have three categories of symptoms that include exhaustion, depersonalization, and diminished personal achievement. According to Raines (2019) organizational frustration among lecturers results to low morale, low self-esteem, and physical exhaustion that directly correlate with students' academic achievement. This implied that, the higher frustration among lecturers, the lower students' academic achievement. Roloff and Brown (2019) confirmed that, organizational frustration in tertiary institutions is not only a threat to students' academic achievement but also a threat to the lecturers' ability to engage in innovative work behavior.

Innovative work behaviour can be described as the act of individual creative activity in a workplace. Faiza *et al.* (2018) described innovative work behaviour as an international creation, introduction and application of new ideas within a work role, group or organization in order to benefit performance. It could be seen as employee's action directed at the generation, application and implementation of novelty ideas, products, processes, and methods to his or her job position. Hammond *et al.* (2019) defined innovative work behaviour as the deliberate action to develop or produce idea to enhance role performance. Innovative work behavior of a woodwork technology education lecturer could be seen as the acts of being innovative and creating new ideas in woodwork technology that shows sensitivity and imagination in the growing technology.

Moreover, the importance of innovative work behaviour in the implementation of the goals of woodwork technology education cannot be over emphasized. Al-omari *et al*. (2019) stated that innovative work behaviour is the production of usable products, processes, or services originating from identifying problem to generating ideas. Innovative work behaviour of lecturers in the context of this study beneficial in enhancing the overall performance of tertiary institutions. It allows seeking out new technologies, recommending new strategies to achieve goals, applying new work methods, and procuring support and resources to implement novelty ideas. Niesen *et al.* (2018) argued that, lack of innovative work behaviour among lecturers increase in conflict with co-workers and encourages stagnation and diminished performance of students. This implied that, the inability of woodwork technology education lecturers to effectively and efficiently implement the contents of woodwork technology education might be attributed to lack of innovative work behaviour.

In order to ascertain the innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria, it is important to hypothesize the responses of woodwork technology education lecturers from the two major tertiary institutions offering the course (universities and colleges of education) in order to provide basis or evidence on interaction of innovative work behaviour and organizational frustration among lecturers. It is against the backdrop, this study is aimed at determining the innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria to provide among others, insights on strategies for enhancing innovative work behaviour and reducing organizational frustration in order to enhance students' academic achievement.

1.2 Statement of the Research Problem

Woodwork technology education lecturers are saddled with the responsibility of equipping students with the requisite teaching and technical skills in woodwork technology to enable them function effectively as skilled teachers in schools and technical personnel in industries. Unfortunately, the performance of woodwork technology education students in tertiary institutions seems not sufficient to neither guarantee the production of skilled and innovative teachers nor technical personnel. Ogundeji (2020) confirmed that, the problem facing woodwork technology education in Nigeria is low academic achievement of students. This yields the production of unskilled graduates who cannot function effectively in the society.

The low academic achievement of woodwork technology education students in tertiary institutions might be attributed to organizational frustration and lack of innovative work behaviour of their lecturers. Raines (2019) confirmed that organizational frustration among lecturers, especially woodwork technology education lecturers results to low

morale, low self-esteem, and physical exhaustion that directly correlate with their student achievement. Niesen *et al.,* (2018) also confirmed that, lack of innovative work behaviour among lecturers including woodwork technology education lecturers encourages stagnation, exhaustion, depersonalization, and diminished personal achievement.

These results to the inability of woodwork technology education lecturers to discharge their primary function effectively; diminished academic performance of woodwork technology education students and consequently threatened the realization of the goals of technology education in tertiary institutions in North-Central, Nigeria. However, these consequences could be avoided with adequate empirical information to address the challenge. Hence, this study sought to determine the innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria in order to address the challenge of low academic achievement of students.

1.3 Aim and Objectives of the Study

The aimed of the study was to examine the innovative work behaviour and organizational frustration among woodwork technology lecturers in tertiary institution in North-Central, Nigeria. Specifically, the study sought to determine the:

1. Innovative work behaviours among woodwork technology education lecturers in tertiary institutions.
2. Methods for improving innovative work behavior among woodwork technology education lecturers in tertiary institutions.
3. Symptoms of organizational frustration among woodwork technology education lecturers in tertiary institutions.

4. Causes of organizational frustration among woodwork technology education lecturers in tertiary institutions.
5. Impact of organization frustration among woodwork technology education lecturers on the performance of students in tertiary institutions.
6. Strategies for reducing organizational frustration among woodwork technology education lecturers in tertiary institutions.

1.4 Significance of the Study

The findings of this study will be of immense benefit to woodwork technology education lecturers, students, tertiary institutions' administrators, woodwork industry, researchers, and the society.

Findings from the study will provide woodwork technology education lecturers with empirical information on organizational frustration, causes, effect and strategies for lowering the impact as well as innovative work behaviour and strategies for improvement. Such information will assist the woodwork technology education lecturers to make adjustment with regards to techniques in lowering organizational frustration and enhancing innovative work behaviour which will consequently reduce stress and physical exhaustion as well as improve effective teaching of woodwork technology education contents. Low organizational frustration and high innovative work behaviour among lectures will increase students' interest in learning and consequently improve their performance. This can be achieved if the findings from the study is accessed and utilized by woodwork technology education lecturers as the findings will be published for public consumption.

The woodwork technology education students in tertiary institutions will benefit from the study as it will ensure effective teaching of woodwork technology education

contents which will consequently enhance their academic achievement and equip them with the requisite knowledge and skills for life-long learning and employment. It will also reduce the negative impact of lecturers' organizational frustration on students and enhance their innovativeness. This is achievable if the woodwork technology education lecturers access and utilize the findings from the study in the management of organizational frustration.

The findings of this study will provide administrators of tertiary institutions with the empirical information on organizational frustration, causes, effect and strategies for lowering the impact as well as innovative work behaviour and strategies for improvement. The information will serve as a guide for administrators of tertiary institutions to develop strategies that can be used in managing organizational frustration and enhancing innovative work behavior among lecturers. This will improve the chances of achieving the goals of woodwork technology education. The administrators of tertiary institutions access and utilize the findings from this study in organizing workshop, seminar or conference with the aim of enhancing innovative work behaviour and lowering organizational frustration among woodwork technology education lecturers in tertiary institutions.

The study will also benefit the woodwork industry as findings from the study are expected to improve effective teaching and learning of woodwork technology education in tertiary institutions aimed at producing skilled graduates that will address the shortage of skilled human resources in the industry. The production of skilled graduates will lower the statistics of unskilled personnel in the industry and consequently increase the chances of employment among woodwork technology education graduates. However, this can be achieved only if the finding from the study is used by the administrator of tertiary institutions to lower organizational frustration that may hinder

productivity and enhance innovative work behaviour among woodwork technology education lecturers.

Findings from the study will provide researchers with the empirical information on organizational frustration, causes, effect and strategies for lowering the impact as well as innovative work behaviour and strategies for improvement. The information will serve as reference material on innovative work behaviour and organizational frustration among woodwork technology lecturers in tertiary institution in North-Central, Nigeria. The findings from the study will be accessible to researchers online as the study will be published for public consumption.

The society will benefit from the study as skilled woodwork technology education graduates will be produce whom are competent to provide effective and efficient services to the society as teachers and technicians in the woodwork industry. The skilled woodwork technology education graduates are expected to serve the society by setting up private wood workshops to fabricate all kinds of wood articles such as kitchens cabinet, tables, chairs and sofa among others. This can be achieved only if the finding from the study is used by the administrator of tertiary institutions to lower organizational frustration that may hinder productivity and enhance innovative work behaviour among woodwork technology education lecturers.

1.5 Scope of the Study

The study was delimited to innovative work behaviour as well as organizational frustration, causes, symptoms and strategies for lowering the impact among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria. The study specifically covered all the three aspects of innovative work behaviour that include generation, introduction, and application of innovative ideas. Furthermore, the

study also covered all the sources of organizational frustration put forth by Spector (2018) that include the physical environment (both natural and man-made), the organizational structure and climate, the rules and procedures of the organization, and individuals both in and out of the organization. These areas were covered in order to provide comprehensive strategies for improving innovative work behaviour and also for managing organizational frustration among lecturers in tertiary institutions in North-Central, Nigeria.

1.6 Research Questions

The following research questions guided the study:

1. What are the innovative work behaviors exhibited among woodwork technology education lecturers in tertiary institution?
2. What are the methods for improving innovative work behavior among woodwork technology education lecturers in tertiary institution?
3. What are the symptoms of organizational frustration exhibited among woodwork technology education lecturers in tertiary institution?
4. What are the causes of organizational frustration among woodwork technology education lecturers in tertiary institution?
5. What are the impacts of organization frustration among woodwork technology education lecturers on the performance of students in tertiary institutions?
6. What are the strategies for reducing organizational frustration among woodwork technology education lecturers in tertiary institution?

1.7 Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

HO_1: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the innovative work behaviours in tertiary institution.

HO_2: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the methods for improving innovative work behavior in tertiary institution.

HO_3: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the symptoms of organizational frustration in tertiary institution.

HO_4: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the causes of organizational frustration in tertiary institution.

HO_5: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration on the performance of students in tertiary institutions.

HO_6: There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the strategies for reducing organizational frustration in tertiary institution.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The theory of planned behaviour

The Theory of Planned Behaviour (TPB) was propounded by Ajzen (1985). The TPB is one of the most widely cited and applied behaviour theories. It is one of a closely inter-related family of theories which adopt a cognitive approach to explaining behaviour which centres on individuals' attitudes and beliefs. The TPB evolved from the theory of reasoned action which posited intention to act as the best predictor of behaviour. The TPB was intended to explain all behaviours over which people have the ability to exert self-control (Zolait, 2014). The key component to this theory is behavioural intentions which are influenced by the attitude about the likelihood that the behaviour will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome. The TPB according to Zolait (2014) stated that, behavioural achievement depends on both motivation (intention) and ability (behavioural control). The TPB is comprised of six constructs that collectively represent a person's actual control over the behaviour. They are:

1. **Attitudes**: This refers to the degree to which a person has a favorable or unfavorable evaluation of the behaviour of interest. It entails a consideration of the outcomes of performing the behaviour.
2. **Behavioural intention**: This refers to the motivational factors that influence a given behaviour where the stronger the intention to perform the behaviour, the more likely the behaviour will be performed.
3. **Subjective norms**: This refers to the belief about whether most people approve or disapprove of the behaviour. It relates to a person's beliefs about whether

peers and people of importance to the person think he or she should engage in the behaviour.

4. **Social norms**: This refers to the customary codes of behaviour in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people.
5. **Perceived power**: This refers to the perceived presence of factors that may facilitate or impede performance of a behaviour. Perceived power contributes to a person's perceived behavioural control over each of those factors.
6. **Perceived behavioural control** - This refers to a person's perception of the ease or difficulty of performing the behaviour of interest. Perceived behavioural control varies across situations and actions, which results in a person having varying perceptions of behavioural control depending on the situation.

The TPB is suited to predicting behaviour and retrospective analysis of behaviour and has been particularly widely used in relation to education. Evidence suggests that, the TPB can predict 20-30% of the variance in behaviour brought about via interventions, and a greater proportion of intention (Zemore & Ajzen, 2014). Using the theory to explain and predict likely behaviour may, however, be a useful method for identifying particular influences on behaviour that could be targeted for change. The six constructs that represents person's actual control over the behaviour as outlined in theory formed a solid basis for developing items on identifying innovative work behaviour of woodwork technology education lecturers. The requirements for change of behaviour (interventions and intention) as stipulated in the theory also guided the researcher in developing items on the strategies for improving innovative work behaviour among woodwork technology education lecturers.

2.1.2 Job demands-resources (JD-R) model of organizational frustration

The Job Demands-Resources (JD-R) model was propounded by Demerouti *et al*. (2001) in an attempt to understand the antecedents of organizational frustration. The JD-R model assumed that, although each occupation may have its own particular work characteristics associated with organizational frustration, it is still possible to model these characteristics in two broad categories: job demands and job resources. The job demands refer to those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (Demerouti and Bakker, 2011). Examples of job demands are a high work pressure, role overload, emotional demands, and poor environmental conditions. Job resources refer to those physical, psychological, social, or organizational aspects of the job that: (a) are functional in achieving work goals, (b) reduce job demands and the associated physiological and psychological costs, (c) stimulate personal growth and development.

Another assumption in the JD-R model is that organizational frustration is developed regardless of the type of job or occupation, when certain job demands are high and when certain job resources are inadequate. For instance, in the lecturing profession that requires performing emotional labour, the lecturer may feel frustrated from over diminution of emotional energy. In line with this notion, Bauer *et al.* (2014) asserted that prolonged excessive job demands from which employees may lead to persistent activation and overtaxing, in the long run resulting to organizational frustration.

However, one of the assertions in the JD-R model is that, many different types of job demands and job resources may interact in predicting organizational frustration (Nguyen-Phuoc *et al.,* 2022). Accordingly, in line with the present study and in terms of the JD-R model it seems plausible to state that perceived organizational

support (POS) as a job resource would alleviate any negative impact emotional labour may have on organizational frustration among lecturers. Thus, when lecturers continuously suppress their true emotion by applying emotional labour, over time, they may become frustrated. However, as proposed by the JD-R model, POS as a job resource can mitigate whatever negative impact such as organizational frustration that emotional labour may result to.

Furthermore, in accordance with the JD-R model of organizational frustration, poor job resources are also related to organizational frustration, although this relationship is generally weaker than with job demands. As such it can be employed practically in many occupational contexts to enhance employee health and well-being and organizational efficiency. The JD-R model revealed an interesting and parsimonious description of the way demands, resources, psychological states, and outcomes are related (Bauer *et al.*, 2014). This relationship provided the researcher with a guide on developing items to ascertain the causes and impact of organizational frustration among woodwork technology education lecturers. However, postulation of the JD-R model on perceived organizational support also guided the researcher in developing items to measure the strategies for reducing organizational frustration among woodwork technology education lecturers.

2.2 Conceptual Framework

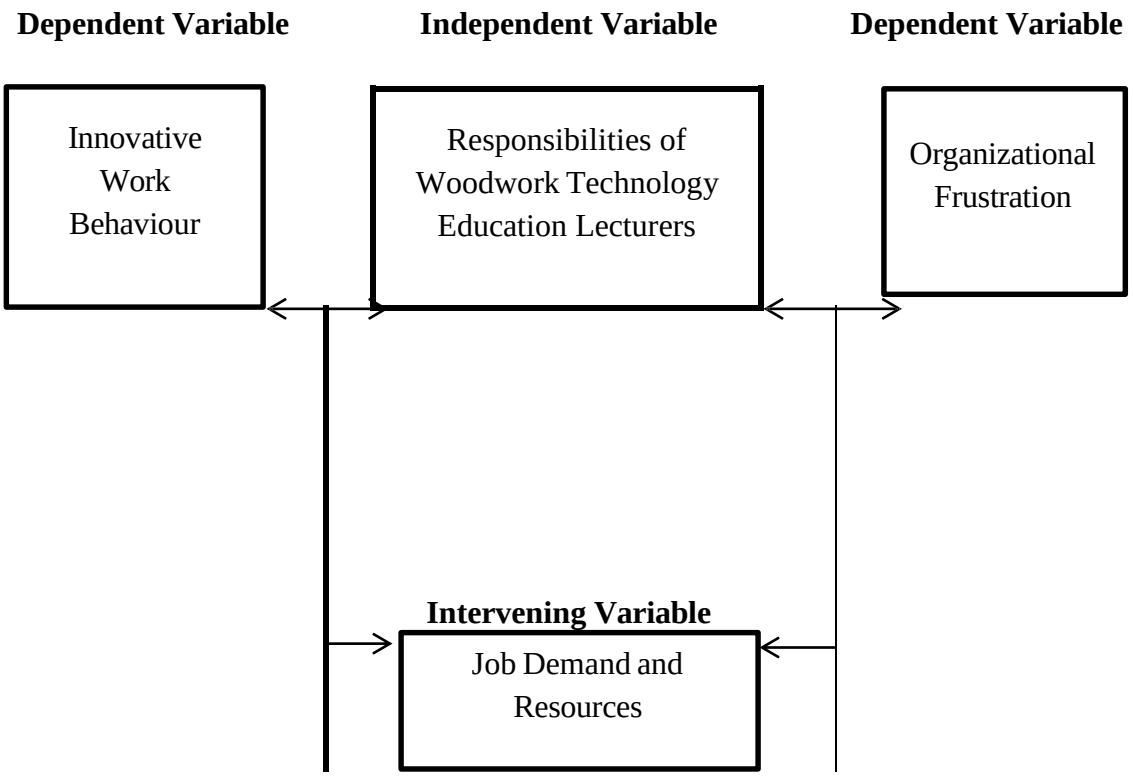

Figure 2.1: Schematic of the Conceptual Framework of Innovative Work Behaviour and Organizational Frustration among Woodwork Technology Education Lecturers

The Figure 2.1 shows the schematic of the conceptual framework of innovative work behaviour and organizational frustration among woodwork technology education lecturers. The figure clearly detailed the relationship between variables in the study that include the independent, dependent and intervening variables. The responsibility of woodwork technology education lecturers in equipping students with the knowledge and skills to function in educational institutions as teachers or in industries as technicians is termed as the independent variable which is expected to change the dependent variables. The dependent variables include innovative work behaviour and organizational frustration. The innovative work behaviour is seen as the act of woodwork technology education lecturers' creative activity in tertiary institutions. The organizational

frustration is a serious psychological condition that affects the lives of woodwork technology education lecturers in Nigerian tertiary institutions.

The dependent variables can be changed by the responsibility of woodwork technology education lecturers. This implied that, much responsibility among woodwork technology education lecturers increases organizational frustration and decreases the chances of engaging in innovative work behaviour while lesser responsibility implied the opposite. However, the connection between the independent and dependent variables largely depends on the intervening variables which are the woodwork technology education lecturers' job demands and resources. Higher job demands results to increase responsibilities which may lead to organizational frustration and higher job resources may lead to enhanced innovative work behaviour.

2.2.1 Innovative work behaviour

Innovation could be seen as the implementation of a significant change in the way an entity operates or in the products it provides. Innovations comprise new or significant changes to products, operational processes, organizational methods, or the way the entity communicates with users Innovation has been considered as the key factors for the survival, growth, and development of an organization (Mohamad *et al.*, 2017). Innovation can take place at various levels: individual, teams, department or organization. An employee, within individual capacity, can also involve in innovation activities aimed at improving work performance of individual. The innovative behavior, which is normally voluntary, can appear in the form of new methods or approach to execute tasks.

Innovative work behaviour is regarded as all employee behaviour aimed at the generation, introduction and/or application (within a role, group or organization) of

ideas, processes, products or procedures, new dimensions intended to benefit the relevant unit of adoption or the organization in whole (De Bruin and Steyn, 2019). According to Chatchawan *et al.* (2017), innovative work behavior is an intentional behavior of an individual to introduce or apply new ideas to their assigned work role. It is a behaviour that may be exhibited in the areas of work processes, personnel hiring, product and service changes, supply chains, quality improvement, production cost reduction, reduction of production time, introduction of ancillary products and services to support existing products and services and even changes in production equipment, chain and location. These innovative behaviours may arise as a result of the realities of the market forces being witnessed by workers or as a result of the ingenuity of the workers in an attempt to provide comparative advantage.

In the educational environment, employees' innovative behaviour is perceived to be a possible source of competitive advantage to their organizations. Innovation enables employees to enhance their organization's performance, where, creativity is utilized to seek out new technologies, processes, techniques or product ideas (Chombunchoo and U-On, 2016). Furthermore, innovation is considered as a good source of creative ideas and often has a fresh approach to problems. When organizations are bogged down by issues regarding technological changes or management structure, employees' views are sought in order for the organizations to arrive at the correct solutions (Ezeh *et al*., 2020). Innovation enables woodwork lecturer to enhance their institution performance, where, creativity is utilized to seek out new technologies, processes, techniques or product ideas.

2.2.1.1 *Innovative work behaviour of lecturers*

Since the launch of the concept of 'Innovative Work Behaviour (IWB)' was development by Scott and Bruce in 1994 literature on innovative work behaviour has

grown steadily. Innovative work behaviour refers to all behaviour of employees that is related to finding, developing, proposing and implementing innovative ideas in the organization in improving innovative performance (Jong and Hartog, 2018). Other researcher also defined it as the intentional introduction and application within an organization of ideas, processes, products or procedures, new to the unit of adoption, designed to significantly benefit the organization or wider society (Woods *et al.*, 2018). Kheng *et al.* (2013) described IWB as the intentional creation, introduction and application of new ideas within a work role, group or organization, in order to benefit performance. In the context of education, innovative work behaviour involve changes and improvements in the learning environment for betterment of the students such as the implementation of new methods, tools, technology and contents to benefit the learner and enhances the creative potential.

Further, innovative work behaviour is generally outlined in the context of how individuals could facilitate the achievement of initiation and intentional introduction of new and useful ideas, processes, products or procedures (Leong and Rasli, 2014). Innovative work behaviour thus, includes behavior of employees that directly and indirectly encourages the development and introduction of innovations on the workplace. In current working environment, innovative work behaviour is one of the important factors for organizational growth and development in both private and public sectors (Abdullatif, *et al.*, 2016). In the same vein, Hakimian *et al.* (2016) stated that innovative work behaviour can be as competitive advantage for an organization.

Meanwhile, innovation is often considered as non-continuous activities. Innovation is also seen as a various process with different activities and different innovative work behaviour essential at each stage (Ghani, *et al.*, 2009). Therefore, an individual can be anticipated to involve in any blends of these behaviours at any particular time.

Innovative work behaviour may result from individual reaction toward high work load (Ramamoorthy *et al.,* 2017). Employees try to adapt themselves to the high work load by generating, promoting and implementing ideas to adapt themselves or work environment. In ensuring efficiency and to absorb the dynamic change in current competitive market, organizations are increasingly relying on the innovativeness of their employees (Akram *et al.,* 2015). This trend encouraged the organizational scholars to investigate those organizational factors that have a strong impact on the innovative work behaviour of employees. The review of related literature showed that most previous studies on employees' innovative work behaviour were conducted at the organizational level (Bos-nehles and Veenendaal, 2017).

There are important arguments to push for innovation in education as a means to maximize the value of public investment. From the previous literatures, there are three main substantial reasons why lecturers with innovative work behaviour in schools are required. First, innovative work behaviour is essential in order to keep abreast of rapidly development of society. The demands in our knowledge society are indeed increasing both for students and their teachers (Klaeijsen, *et al.,* 2017). Second, forthcoming new advancements and new knowledge about teaching is requiring innovative work behaviour because lecturers and their teaching styles in particular have the largest impact on students' self-determination towards learning and motivation. Third, schools ought to set a great example and turn as a starting point for more innovative work behaviour of people so that society can stay competitive. Orindah (2014) opined that, innovation is a key driver of economic and social progress. Also, innovation is deliberated as a medium to enhance any organizations' ability to adapt to changing environments (Singh and Sarkar, 2012). Education is crucial to promote students' creative and innovative thinking. In other words, innovative work behaviour is highly

imperative for the persistent development of educational professions as well as school organizations and for knowledge society development.

Relatively few studies focus specifically on school lecturers' innovative work behaviour and its determinants. Studies among school lecturers point at the effects of different factors such as function or task, and self-efficacy, work engagement, job control and creative requirements, and openness, motivation, job satisfaction, and interaction within the job (Serdyukov, 2017). Despite these studies show that different motivational factors may contribute to innovative work behaviour. Many studies show, job autonomy and job commitment have positive impact on innovative works in supporting job performance in any industries including education. On the other hand, the external rewards (salary, position, qualification, transportation, Medicare and housing, among others) that the organization supplies and the internal rewards that are supplied from working environment are the important points as well for encouraging employee in the concept of professional performance (Celep, 2019).

Previous studies suggested that dimension of innovative work behaviour consists of opportunity exploration, idea generation, idea promotion (championing), and idea realization, that is implementation (Chombunchoo and U-On, 2016). In addition, Messmann *et al.* (2017) posited that, the process of innovation begins at opportunity exploration which involves an awareness of opportunities to strive for something new from an existence of problems. Opportunity exploration which contributes to the idea generation which defined as a dynamic process of creation and association, generation of representations and categories of opportunities, and communication of ideas which can be in the form of abstract, concrete, or visual (Kheng and Mahmood, 2018). This was supported by Mee (2010) who stated it is a stage for generating new concepts, products, services or process for the purpose of improvement.

Idea generation stage is where novel ideas take birth followed by idea promotion. Idea promotion involves the introduction and dissemination of these ideas in the work environment by convincing key actors or key persons and assembling supporters for the innovation process (Messmann *et al.,* 2017). Idea promotion which is aimed at gaining the group's approval, and necessary resources for idea realization or also known as the stage of implementation. At the point when the organization have decided to develop, test and commercialize, idea realization or the implementation is taking place and innovation is thus becoming part of the organization working process (Kheng & Mahmood *et al*., 2018). Innovative work behavior could facilitate the achievement of initiation and intentional introduction of new and useful ideas, processes, products or procedures of woodwork technology lecturer.

2.2.1.2 *Manifestations of innovative behaviour types*

The types of innovative behaviours were analysed using the typology suggested by Serdyukov (2017) who identified all five types that include opportunity recognition, generativity, championing, formative investigations, and application. Different types were however played out iteratively and almost inseparably from each other. Manifestations of these behaviour types and typical practices related to each type of behaviour are described as follows:

Opportunity recognition: Opportunity recognition includes paying attention to opportunity sources, looking for and recognising opportunities to innovate, and gathering information about them (Serdyukov, 2017). It was noted that the interviewees and their colleagues performed such activities both generally (not related to any particular problem), and related to a specific development issue. In both cases opportunity recognition was typically informal, although also some formal practices were established. Examples of these formal practices were opportunity exploration

methods included into strategic planning processes and opportunity exploration meetings in those rare cases where formal innovation processes existed.

Several knowledge gathering and sharing practices also enabled opportunity recognition behaviour. Usually, these practices were not tied to a specific development process; they included participating in conferences and fairs, customer meetings where the customer's future needs were discussed, knowledge sharing meetings across projects, collaborating with universities, kick-off meetings at the beginning of customer projects, and recruiting people from different scientific disciplines. Some work teams also had their own opportunity recognition practices. For example, in one case each member was responsible for monitoring certain issues in the environment and reporting on findings in the group's meetings.

Most typically, however, new opportunities were identified alongside normal work, especially in everyday interaction with customers. Customer contacts enabled opportunity recognition in several ways: besides ideas emerging from 'normal' customer work, some interviewees systematically followed the development of different industries by observing their customers' situations. Customers acted as sources for opportunity recognition also in later stages of development processes: new service ideas were often launched early in order to recognise how customers would use the service and how it should be further developed. Moreover, since a lot of project-specific new solutions were created in these organisations, it was also important to internally recognize opportunities for developing these ad-hoc novelties into replicable, new offerings.

Generativity: Serdyukov (2017) use the generativity concept to cover the handling of both opportunities and ideas. It is defined as generating ideas and solutions for

opportunities; generating representations and categories of opportunities; and generating associations and combinations of ideas and information. All interviewees had conducted these activities, either consciously or quite implicitly. Typically, new ideas were related to the individual's own work, but many individuals also worked with ideas related to other areas. An important finding is that generativity did not only take place at the beginning of a development process - the process itself could be seen as constant identification, generation and evaluation of new ideas and opportunities. Generativity seemed to be closely integrated with opportunity recognition and championing; these behaviours were typically intertwined and therefore difficult to separate from each other.

Championing: Serdyukov (2017) understood championing broadly as all socio-political behaviours in the processes of innovation. These include mobilizing resources; persuading and influencing; pushing and negotiating; and challenging and risk-taking. The championing behaviours of both employees and managers were studied and a variety of occasions where these behaviours were a necessity in order to implement the idea. The socio-political behaviour manifested itself in every collective situation where a certain novelty was discussed: information, ideas, and solutions were presented and pushed forward within the organisation and to the customers. Besides 'selling' ideas which individuals themselves were interested in, they presented information and ideas that could benefit someone else in the firm. An important form of championing was also spreading those project-specific novelties that were seen as potentially useful in the wider organizational context. One of the most important situations where socio-political behaviours took place was marketing the ideas to potential customers in order to test the ideas in a real context.

Formative investigations: Serdyukov (2017) identified three behaviours in this category: formulating ideasand solutions, experimenting with ideas and solutions, and evaluating them. Formative investigations are similar to the development of an idea into a prototype or model that can be tested and diffused. The actual launch (application) of the innovation in its real context is not, however, included. The following behaviour types were identified: evaluation, concretization of ideas into prototypes or plans, simulations, and verifications.

Application: Application is defined as including such behaviours as implementing, modifying, and routinising the novelty. Serdyukov (2017) argued that, modifying is not a sub-category of application rather; modification consists of iterative application, evaluation, and idea generation. We would also suggest a difference between application and testing: application behaviour involves applying and utilising the novelty in real business (markets, customer cases, work practices), whereas testing involves simulations outside real business. The iterative nature of application and other behaviours was very evident in our empirical data – rarely was a novelty 'ready' at the time it was implemented. Thus, application was done in many stages of the innovation processes. In the cases of both new services and new work practices, application was used to help idea evaluation and further opportunity identification. Through application, developers gained information that supported other innovative behaviour types. Especially in the case of new working methods, a novelty was typically first applied in a couple of projects, based on which it was modified and elaborated. All these types of innovative work behavior will enhances creativity of woodwork lecturers in tertiary institution.

2.2.1.3 *Employee resources for innovation*

The extant literature suggests a number of individual, work environment and external resources that are likely to influence employee innovation within organizations. The majority of innovation research conducted over the years has focused on identifying the various traits and personal characteristics that facilitate individual or group innovation. Research shows that innovation involves multiple components at the individual level. However, there has been little synthesis of the literature to build a framework within which to explore the many inter-related characteristics involved. Only recently, have research efforts shifted towards more integrative approaches. For example, an 'investment theory', suggesting that, the propensity to innovate requires a confluence of six distinct resources including intellectual abilities, knowledge, styles of thinking, personality, motivation and environment. Other integrative approaches include the "geneplore" model and the "componential model".

These models reflect the key areas of research at the person level where previous literature can be classified into associations between innovation and, (i) cognitive ability, (ii) personality, iii) motivation, (iv) knowledge, (v) behavioural abilities and (vi) emotion, mood states. The relationship between innovation potential and key individual-level resources, such as cognitive ability, knowledge, personality, behaviour, motivation, and affect are reviewed (Celep, 2019).

Cognition: Numerous researchers have explored the association between innovation potential and intelligence. Much of the literature in this area can be classified into four categories that include: (a) a subset of general intelligence (b) an aspect of genius, (c) a set of cognitive abilities and mental processes, and (d) associated with observer judgments of intelligence (Scott & Bruce, 2018).

(a) General intelligence: Early research claimed that creativity was equivalent to high intelligence. The best known researcher in this field is Guilford. In his theory of the Structure of Intellect (SI) published in the 1950s, he claimed that creative thinking was a mental ability, involving divergent production as thinking that goes off in different directions. Many researchers followed Guilford's work by producing evidence that ideational fluency (i.e. quantity of new ideas) underlies divergent thinking test scores. However, review studies have criticised the use of divergent thinking test as a measure of creativity (Ghani *et al*., 2009). Other investigations have tested the possibility of a curvilinear relationship between intelligence and innovation where intelligence would potentially become less influential as the level of intelligence increases beyond a certain point. However, tests have proved inconclusive and some authors doubt whether divergent thinking tests measure abilities actually involved in creative thinking at all (Scott and Bruce, 2018).

(b) Genius: Some have suggested that genius, as the most obvious manifestation of high intelligence, is closely tied to the propensity for innovation. However, there has been a substantial lack of evidence to support a direct relationship between innovation and intelligence. Many have concluded that intelligence is a necessary, but not a sufficient, condition for innovation. Recent studies conclude that intelligence and innovation potential are moderately related, but once IQ scores go over 115 the relationship is near zero. This finding has been described as 'threshold theory', were instead of being twin or even sibling constructs, intelligence and innovation potential may be more like 'cousins' (Scott and Bruce, 2018).

(c) Cognitive abilities: Scott and Bruce (2018) suggested that in order to understand the role of cognitive abilities in idea generation, the researcher must draw upon current models in cognitive psychology, and use experimentally based observations of the

processes that underlie generative tasks. Their work follows a framework called the 'geneplore model'. The model proposes that many creative activities can be described in terms of an initial generation of ideas or solutions followed by an extensive exploration of those ideas. Initial ideas are referred to as 'pre-inventive', in the sense that they are incomplete solutions, but offer promise in terms of originality and utility. The model assumes that one would alternate between generative and exploratory phases, refining the structures according to the demands or constraints of the specific task. This 'creative cognition' approach emphasises that generative capacity is a property of normative human cognition. Individual differences occur due to variations in the use and application of these generative processes, together with the sophistication of an individual's memory and knowledge in the relevant domain. In simple terms, the capacity for creative cognition is normally distributed; highly creative people do not have minds that operate in any fundamentally different way to other individuals. Tuned generative thinking and contextual application are necessary but not sufficient conditions for innovation. Researchers have called for studies that investigate the specific cognitive abilities involved required for the implementation phase of the innovation process (Scott and Bruce, 2018).

(d) Observer judgments of intelligence: Innovative individuals are often perceived and rated by others as more intelligent than less innovative individuals. For example, supervisors rated innovative architects as more 'intelligent' than less innovative individuals. MacKinnon described the innovative architects to have high 'effective intelligence', and argued that traditional measures of intelligence (IQ) do not fully explain this 'real-world' intelligence. Scott and Bruce (2018) showed that observer-rated intelligence at age 27 predicted lifetime innovation at age 72. Similarly, tested intelligence had much weaker relationships with innovation over this time. Historically,

the literature on innovation and intelligence has lacked clarity. Part of the problem has been that intelligence (similar to innovation), is often viewed as a unitary concept. Previous theories of intelligence have tended to over-emphasize cognitive abilities and downplay the role of knowledge-based intelligence.

Knowledge: Almost all researchers in this field, regardless of their theoretical approach, have assumed that knowledge is a key variable in both generative thinking and innovation. Immersion in domain specific knowledge is an essential pre-requisite for innovation, as one must have an accurate sense of domain (i.e. contextual relevance) before one can hope to change it for the better. However, the literature highlights that too much expertise in one area can also be a block to innovation within that domain (Woods *et al.*, 2018). The research literature highlights that an intense involvement in domain specific knowledge is a pre-requisite for innovation. Domain-relevant knowledge reflects how much an individual knows about a given area; the literature suggests that it does not need to be highly complex or detailed and it can be broad (Jong and Hartog, 2018). Personal mastery and an accurate sense of domain (contextual) are necessary antecedents of innovation. However, domain knowledge, like intelligence, is necessary, but not sufficient for innovation to occur.

Motivation: High levels of motivation are required for innovation and innovators are viewed as displaying a devotion and total absorption in their work. Jong and Hartog (2018) suggested a componential model of innovation that involves three components including intrinsic task motivation, domain-relevant skills (i.e. expertise) and innovation relevant process skills (cognitive skills and work styles conducive to novelty). The model includes a five-stage description of the innovation process; task presentation, preparation, idea generation, idea validation, and outcome assessment, where the roles

of the three components vary at each of the stages. The model suggests how and where individual skills and motivation affect the progress of the innovation process.

Personality: From several decades of research on the association between innovation and personality, a consistent set of characteristics has emerged. These include imaginative, inquisitive, high energy, high desire for autonomy, social rule independence and high self-confidence. The Five Factor Model (FFM) of personality has become an almost universal template with which to understand the structure of personality (Jong and Hartog, 2018). The FFM dimensions include openness to experience (ideas, aesthetics), agreeableness (compliance, straightforwardness), conscientiousness (order, dutifulness, competence), extroversion (warmth, gregarious, activity) and neuroticism (anxiety, depression). Given that the FFM is an appropriate model for charting individual differences among adult populations, it provides a useful structure to review the literature exploring associations between personality and innovation.

Behaviours: With few exceptions, the role of discretionary employee behaviours in enhancing innovation has been vastly underestimated. Contemporary research on proactivity, including concepts such as personal initiative and 'voice behaviour' described later may also provide valuable insights into our understanding of innovative people (Hakimian *et al*., 2016). Based on work by Frese and colleagues, the concept of personal initiative (PI) describes a class of behaviours that have been positively linked with innovation and entrepreneurial orientation. PI is defined by three main facets of self-starting, proactivity and persistence.

Emotions & Mood States: The examination of the complex relationship between emotions, mood states, and innovation is a new but rapidly growing research area.

Whilst a wide range of empirical studies found a link between positive mood states and some aspects of innovation. Job dissatisfaction and negative moods and feelings including emotions like anger and fear are associated with creativity. Chatchawan *et al.* (2017) stated that, job dissatisfaction, negative affect, and positive moods were all good predictors of innovation attempts when perceived recognition, support, and rewards for creativity were high.

Developmental Factors: The influence of some developmental aspects, such family background and structure, is likely to depend in part on the specific field in which creativity arises. Hakimian *et al*. (2016) suggests that, exceptionally creative individuals active in domains in which the process is much more unconstrained, such as the arts, will most likely emerge from less conventional and stable family backgrounds. Innovative potential in other domains, such as the sciences, may require higher levels of educational achievement, and more stable family backgrounds. A number of individual, work environment and external resources that are likely to influence woodwork technology lecturers' innovation within organizations.

2.2.1.4 *Method of improving innovative work behaviour among woodwork lecturers*

Improving innovative work behavior and organizational performance can be improved through workplace spirituality and perceived organizational support. According to Hakimian *et al*. (2016), innovative work behavior and organizational performance can be improved through the following:

(a) Improving performance and innovation through workplace spirituality

Organizational performance of a company is very important that is determined by workplace Spirituality. Theoretically, companies that are concerned with spirituality in

the workplace have far higher productivity than companies that have a low spiritual workplace (Claude and Zamor, 2018). Garg (2017) explained that empirically when a company is able to improve its spirituality, the company is able to increase its organizational performance. In addition to organizational performance workplace spirituality also has an impact on innovative workplace behavior. The workplace spirituality breeds awareness in the organization, which in turn leads to creativity and innovation. This can lead individuals to experience awareness at a deeper level, thereby increasing their intuitive ability to develop more directed and interesting ideas that can enhance innovation. Spirituality increases the sense of duty and loyalty to the organization.

Empirically, good workplace spirituality in an organization, creates an innovative work atmosphere for employees. This is in line with the view of Afsar and Yuosre (2017) that states, workplace spirituality has a close relationship with innovative work behavior. This implied that, workplace spirituality is one of the variables that greatly contribute to improving innovation (Prasanna and Madhavaiah, 2018). There are several steps that can be used by organizations to improve its performance and innovative workplace behavior through workplace spirituality, which is aimed at enhancing the following components in the concept of workplace spirituality.

1) **Creating a meaningful company condition:** A meaningful condition for employees, it is possible to come from an employee or the company. If that comes from within the employee, then relating to the initial recruitment system, a match between the company's value and the employee's value is needed. From the factors, the company must engineer a comfortable organizational climate so that social relations and work in the company run well and normally. Job description and workload analysis provided to employees must be measured thus that they feel comfortable in the organization.

2) **Creating sense of community:** The sense of community occurs when an employee has a relationship with the organization. Someone who is in the company has feelings as part of the community. Therefore, in work orientation, company values must be embedded thus the employees feel part of the company.

3) **Creating alignment of values:** Some indicators of alignment of value are employees who feel the company pays attention to them. The company cares about the health of employees, employees feel connected to the goals of the organization besides not only focusing on building transactional relationships but also transformational relationships. The woodwork technology lecturers innovative work behaviours can be Improve through Workplace Spirituality

(b) Improving organizational performance and innovative work behavior through perceived organizational support

Perceived organizational support is the deepest feeling of an employee that the company cares about them, and respects their contributions and provides assistance to their socio-emotional needs and welfare by giving them respect, recognition, and support. Based on the principle of reciprocity, an individual with good Perceived Organizational Support, employees will receive socio-emotional resources from the organization, which tend to make the individual believe in the company and will accept organizational values, thus leading to better suitability of values. According to Kim *et al*. (2017), perceived organizational support is a factor that can improve the performance of a company and employee innovation.

With the existence of good Perceived Organizational Support, it will reduce the stress levels of employees and be able to encourage employee commitment to the company. In turn, such conditions will improve the performance of employees and companies. Kim

et al. (2017) states that, perceived organizational support felt by employees in a company will improve the performance of a business organization. In addition to influencing these performances, as previously explained, good Perceived organizational support will create a good workplace innovative. This is evidenced that, a state of innovative workplace behavior is influenced by perceived good organizational support in the company (Afsar and Yuosre, 2017). According to Rhoades and Robert (2020),the steps that can be taken by organizations to improve innovative work behavior and organizational performance through perceived organizational support are:

1) **Creating corporate justice:** Justice is a method used to determine the distribution of existing resources among employees; justice includes structural justice and social aspects.

2) **Giving Support that comes from company leaders:** Superiors' support is a general view of the extent to which leaders are able to assess employee contributions and care about their welfare. By increasing the support from company leaders, it will give benefit in organizational performance and innovation.

3) **Creating good organizational rewards and working conditions:** Organizational rewards and working conditions are the views of employees about the rewards given by the organization, including salary, recognition, and promotion, job security, and independence, the role of stressors, training, and organizational size. Perceived organizational support improving organizational performance and innovative work behavior of woodwork technology lecturers.

2.2.2 Organizational frustration

Frustration is a negative response to a blockage of a desired goal and results in a defensive form of behavior. Frustration has many possible reactions and these can be

summarized under four broad headings namely: aggression; regression; fixation; and withdrawal. These forms of reactions are not mutually exclusive as frustration-induced behaviour on job is a combination of aggression, regression and fixation (Osabiya, 2015). Frustration is due to the expectation and anticipation of a goal not the actual attainment of the goal. Frustration is also the interference with an individual's ability to carry out duties effectively. In order to survive these threats, organizations ought to innovate and encourage a workforce rich in innovative traits (Afsar and Mayam, 2015), The basic idea of organizational frustration is of two folds; one is that there are organizational or situational factors associated with constraint that contribute to individual frustration with the organization and second, that the individual reaction to frustration can take the form of withdrawal behaviour, task performance and abandonment of good goal (Ezeh *et al*., 2020).

Organizational or situational factors associated with constraint that contribute to individual frustration with the organization may include; unfavourable working environment, poor quality of work life, lack of opportunities for growth, partisanship and organizational politics, management/owners exploitation of the circumstances of the employees to their advantage e.g. the prevalence of high rate unemployment. For instance, Raiz *et al.* (2018) found that employees' thriving was positively related to organizational support of innovation, which in turn was positively related to innovative behavior. In addition, moderated mediation results demonstrated that employee external contacts strengthened the relationship between organizational support of innovation and innovative behavior and enhanced the positive effects of thriving. Palmer (2019) identified five key organizational frustrations that have a negative impact: waste of time meetings, mis-leadership, blurred vision, silo mentality, and unfairness. Researchers exploring how job embedded in the context of abusive supervision (educators or

administrator in form of teaching) can impact frustration, found that employees (teachers) with abusive supervisors (administrators) were more inclined to be frustrated with their jobs (teaching), and engaged in more deviant behavior (Avey, *et al.,* 2017).

Similarly, Lazar *et al*. (2005) note that frustration can occur when one is inhibited from realizing a goal. Because individuals have goals for their actions, frustration sets in when these goals are impeded by some events; which individuals may or may not have control over. Ideally, employees desire to have their goals attained without any interference, however, that seems a mirage in contemporary organizations. Today, organizations operate in a more volatile and aggressive business environment leading to variations or situations that may interfere with employees' work. For instance, a supervisor sets targets for a subordinate today, but tomorrow, the supervisor asks that the targets be reviewed or be abandoned because of a business exigency. This situation often results in irritation and frustration in individual employees. This problem, therefore, calls for in-depth studies on frustration at work and its effects on employee work outcome. However, there are few studies on workplace frustration (Spector, 2018) and even these few ones have used the concept differently (Penney and Spector, 2005). Frustration of woodwork lecturers can be interference with an individual's ability to carry out duties effectively

2.2.2.1 *The causes of organizational frustration among lecturers*

Frustration is a result of interpersonal interactions which will be resulted when a motivated drive gets blocked before reaching a desired goal. The following factors causes frustration illuminated by different researchers, these are:

1) **Limited resources:** The term resources refers not only to teaching methods and materials but also the slime available for instruction, the knowledge and skills of

teachers acquired through training and experience. Serumu (2016) classified educational resources into human and material resources. In terms of human resources required in schools, the most important are the teachers and the students. Human resource indicators include staff strength, teacher quantity, quality, qualification, and experience. Material resources include physical size of a school, physical facilities, and instructional facilities such as library, laboratories, and workshops. According to Rachel *et al.* (2017), when an adequate resource is not available in the workplace, the job performance in the schools will be negatively influenced. As a result of which frustration may arise among the teachers.

2) **Unclear relationship:** Relationship is born, fed, nurtured and, it grows. It is born at the level of acquaintance relationship; it is fed at associate relationship and is nurtured at friendship. One who must be involved in interpersonal relationship must have a goal to attain at each level in order to achieve its purpose. Relationship is the ladder to your gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because interpersonal relationship is the social link between two or more persons. Serumu (2016) stated that, organizations around the world consist of people with similar aim, objective, goals and insights, who cooperatively join hands to achieve what an individual cannot achieve in isolation. If therefore, the person that makes the place will not relate positively with one another then, the goals of the organization can hardly be achieved. There are organizations where there are no cordial relationships among staff members, and subordinates and superiors; for example, when strife, jealousy, hatred, bias, backbiting, witch-hunting, all of these and many more co-existing with the people, there is bound to be conflict which may not be healthy for the organization. Hence, for a healthy atmosphere in any organization, the people must understand their differences; there must be the "give and

take" which is the basis of a true and genuine relationship (Obakpolo, 2018). Unclear relationship between teachers to teachers or teachers to managers causes frustrations. If the relationship is not defined clearly, it will be impossible to assign tasks to the employees as per their status, position and ability.

3) **Unclear communication:** Communication is a dynamic and continuous process that runs throughout the project lifecycle and involves many stakeholders. Effective communication must be sought and attained due to its vital role which affects the project's outcome directly (Abdullateef *et al*., 2017). Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit (Mwambebule, 2018). Communication is a vital tool that is used to transfer information from one stakeholder to another. Effective communication only occurs when the process is completed successfully. The importance of effective communication is clear due to its impacts within the project as it can result in a negative or positive outcome.

Furthermore, poor communication is a common problem amongst construction projects and is considered to be the main detrimental problem to project failure. Poor communication can be explained within a context of lack or absence of success and effectiveness of the communication process (Abdullateef *et al.,* 2017). Lack or Inadequate effective communication in the company affects the employees, top management, customers and central government. These are the main stakeholders of the organization. These stakeholders are mostly affected because it is difficult to get clear and relevant information for implementation (Mwambebule, 2018). Effective communication plays a vital role in motivating teachers towards better job performance. If the flow of communication is not defined clearly, it will cause teachers frustrations. It

is because unclear communication blocks the regular flow of work, job performance techniques, objectives and suggestions.

4) **Status & role inconsistencies:** Social status serves as a basis for defining an individual's image and identity in society and is associated with the degree to which he or she possesses socially-valued resources such as power and wealth. According to Michal *et al.* (2015), status inconsistency is a situation in which there is a mismatch between an individual's input statuses (e.g., effort, education, and work experience) and the same individual's return statuses (e.g., income, recognition, prestige). If a lecturer role and status is not consistent, he/she will be frustrated. This is because of frequent change in role, status, and position creates confusion and dilemma in actual work environment.

5) **Goal differences:** goal difference is goal inconsistency between individual to individual. The goal difference occurs due to individual differences in goals, objectives, needs and wants. Such goal difference between each and every employees leads to employee's frustration.

6) **Personal background:** The personal background approach to predicting human behavior uses groupings such as age, race, gender, family, socio-economic background and geography to evaluate the likelihood of successful (Bustamam *et al.,* 2016). Everyone has his/her own family, societal, cultural background and way of perception. If such backgrounds differ from the organizational culture, and working relationships, the individual may feel frustrated from the work.

7) **Organizational climate:** The climate of an organization refers to those aspects of the environment that are consciously perceived by organizational members. In short, it refers to how the members of an organization perceive it as it goes about its daily

business. There is a general agreement that organizational climate is a multi-dimensional concept, and that a number of typical dimensions could be described. Organizational climate affects organizational performance by influencing employee motivation. According to Michal *et al.* (2015), in most jobs, there is a gulf between what employees need do to get by and what they can do if they perform at their fullest potential. A positive organizational climate is said to be the catalyst that will encourage this discretionary effort and commitment (Abdullateef *et al.*, 2017). Organizational climate represents an overall working environment and relationship of the organization. Healthy and friendly environment helps to motivate people at work. On contrary, unhealthy and uncomfortable working environment leads to employee's frustration.

8) **Lack of goal harmony:** Industrial/organizational harmony refers to a friendly and cooperative agreement on working relationships between employers and employees for their mutual benefit. According to Abiodun (2018), industrial/organizational harmony is concerned with the relationship between management and employees with respect to the terms and conditions of employment and the work place. Goal harmony means a proper match between individual goals and organizational goals. A proper goal harmony creates improved job performance thereby resulting higher degree of motivation. Contrary to it, the lack of it creates employee's frustration.

9) **Poor staffing:** Staffing is bringing in and training the staff and maintaining favorable condition of work. Abiodun (2018) defines staffing as the task of finding people who either possess or have potentials to develop the knowledge or skills and attitude that will enable an organization to carry out the task necessary for the achievement of aims and objective. Staffing involves all activities necessary to create roles and responsibility in organizational environment. But poor staffing results into less commitment. As a result of which, employees may be frustrated.

10) **Lack of effective personnel policy:** if the organization is lacking an effective personnel policy, the employees will not commit themselves towards better performance. As a result, frustration occurs at work station.

11) **Lack of incentive and motivation procedure:** the best incentive and motivation procedure helps to achieve high job satisfaction. But in case of its inadequacy, employees feel frustrated at work because they feel bored by performing hideous work.

The listed causes of organization frustration contribute a lot to woodwork technology lecturers behaviours in lecture hall which will affect the student learning outcomes.

2.2.2.2 *Impact of organizational frustration on the job performance of lecturers*

Lecturing is the most arduous and complex profession for the very that unlike artisans and craftsman, a lecturer deals with most sensitive creation which is human students. The task of a lecturer has always been held at zenith with high esteem. A lecturer is completely responsible for the student's instructional program in assessment of his capacity to provide new knowledge and evaluate as to how much the student has learnt (Fornell and Larcker, 2018). The success of a lecturer depend not only what he is, but his /her performance. Lecturers' performance could be seen as work-related activities that an lecturer carries out and measured against some defined standards. According to Fröbel and Marchington (2015), lecturers' job performance can be simply defined as the entire predictable value that a lecturer has to carry out over a standard period of time. The most entire predictable value of lecturer in tertiary institutions is equipping students with requisite knowledge, skills and attitudes for employment after graduation.

However, lecturers' job performance could be targeted towards achieving short and long term goals. Gallon *et al.* (2018) posited that, the total of eventual constructs of the job performance can be grouped into two broad types: (a) task performance: refers to activities related to the execution and maintenance of core technical process in a particular organization and (b) contextual performance: refers to activities that contribute to organizational effectiveness in ways that shape the organizational, social, and psychological environment in which the technical core functions. Farmer *et al.* (2018) further classified task performance into two types: (a) activities that convert materials into good and services, and (b) activities that service and maintain the technical core by replenishing its supply of raw materials, distributing its finished products; or delivering essential planning, coordination, direction; or staff roles that support it to effectively and efficiently function. Whereas, Farber (2019) enumerated five categories of contextual performance as follows: (a) undertaking events beyond a person's formal job requirements; (b) tenacity of eagerness when needed to complete essential task requirements; (c) assisting others; (d) obeying instructions and prescribed procedures even when it is inconvenient; and (e) defending the organization's objectives openly. These categories of contextual performance can be affected by frustration.

Frustration in the context of lecturing (though by no means limited to this profession) are pathological syndromes suffered by lecturers. They are caused largely by the conditions (organizational and of many other types) in which lecturing takes place (Ambrose *et al.*, 2016). A summary analysis of the current situation in education permits the identification of some of the social and organizational factors that constitute sources of frustration. These include the combination of changes in society and the educational system itself has led to a growing complexity of the lecturer's role and has increased the demands of the school environment (Alias *et*

al.,2018). Paradoxically, these growing demands are accompanied by a devaluation of, and a reduction in support for, the school system, which in turn leads to severe occupational dissatisfaction (working conditions) and health problems among lecturers.

In general terms, frustration in the lecturing profession results from the imbalance between the demands of the profession and the rewards received, perceived self-efficacy in the achievement of this objective, observing progress in students, receiving recognition from others, among other factors. According to Alauddin and Nghiem (2017), this profession shares a set of basic characteristics that include: it is emotionally draining, focus on the client, and the people who choose to work in them have certain personality characteristics in common. Aamodt *et al.* (2017) stated that, the lecturing profession also involves some aggravating factors which contribute to exacerbating frustration problems among lecturers: there is constant personal contact and interaction with students; lecturers need to be experts, to display patience and sensitivity and to be useful; their work is constantly open to scrutiny and evaluation by a variety of people; they work with people who may not wish to work with them or to benefit from their efforts; salaries tend to be lower than those in comparable jobs; and lecturers' expectations of different aspects of their work, such as its perceived value and student motivation often exceed reality.

The existence of factors affecting job performance in lecturing can be demonstrated by cross-national comparisons of lecturer frustration. Aiken *et al*. (2016), surveyed 800 lecturers in England and France about frustration and found substantially different responses. 22% of sick leave in England, as opposed to 1% in France was attributed to frustration. 55% of the English lecturers as opposed to 20% of

the French sample reported recently considering leaving lecturing. Interestingly, there was substantial agreement between the English and French lecturers as to the sources of pressure, both groups citing classroom discipline, low social status and lack of parental support. However, English lecturers reported more problems emanating from long hours of work, overwork and political interference.

The accessible literature contains different current studies on how work-related frustration predicted job performance, both in the context of organizations in general and in the context of school in particular. Andalib *et al.* (2018) stated that job performance of lecturers working in the higher institutions of Southern Papua was significant negatively predicted by lecturers' work-related frustration. The original idea of the present study was to study frustration in lecturing, and the effects that it has on the performance of the lecturers. However, its profound relationship with the more generalized concept of occupational frustration highlights the need to examine the incidence and characteristics of frustration in the lecturing profession in a combined way. Frustration of woodwork lecturers in the lecturing profession results from the imbalance between the demands of the profession and the rewards received, perceived self-efficacy in the achievement of this objective, observing progress in students, receiving recognition from others, among other factors.

2.2.2.3 *Strategies for reducing organizational frustrations among lecturers*

Every organization must take initiatives to handle employees' frustrations by dealing with those in an appropriate manner. The frustration must be handled in a prevention level or in a very early stage of post frustration level before letting it to get worse. Employees' frustration not only reduces the healthy life of an individual but also decreases the revenue growth of the company, declines the economic growth of a

country and creates a cluttered scenario in the global business world (Tarnima *et al.,* 2013). They further there explanation on the strategies to prevent organization frustration of the employees in two main sectors:

1. Pre Frustration or Prevention
2. Post Frustration of Conflict Management

1. Pre Frustration or Prevention: Management should take measures beforehand to keep the conflicts in a minimized format so that employees do not get de-motivated or frustrated. There are three ways:

A. Aligning Human resource policies with Human rights UDHR and ILO
    a) Re-furnish the Human resource management policies
    b) Inclusion of UDHR & ILO to secure Human rights at work

Example: Company ABC revises the Human Resource policies and gives priority to employees' mental state and needs.

B. Building up Human relationships by healthy communication
    a) No job overlapping should exist at work place
    b) Freedom of ownership must be given
    c) Free flow of information exchanging must exist
    d) Proper scope for career growth should be provided

Example: Company ABC designs the job descriptions carefully, provides employees the necessary flexibility and freedom to grow individual's career.

C. Assigning appropriate managers with humane quality and analytical thinking capability
    a) Do not appoint selfish managers
    b) Do not appoint managers with less confidence or superior confidence in thyself

c) Do not appoint managers who can be biased

d) Do not appoint managers who doesn't have enough knowledge about the job

e) Appoint managers with soft-skills and good communication skill mainly

f) Appoint managers who can protect sub-ordinate's rights

g) Appoint managers who create the work place 'like home environment'

Example: Company ABC has discarded the managers who cannot deal with human relationships properly.

A. Post Frustration or Conflict Management: Management should manage conflict in a positive and effective manner. Conflict management can be done in three ways: Categorizing the conflicts

a) Task oriented

b) Supervisor / Co-workers oriented

c) Personal Emotion oriented

Example: Company ABC and its Management identifies the conflict issues and resolves those.

B. Appointing Counselor or Psychologist

a) Sessions to ventilate the anger /frustration

b) Suggestions of employees taken into account

Example: Company ABC hires experts like psychologists or counselors to deal with the conflict situation instead of going to hard line.

C. Manage frustrations at individual level (when controlling the outside environment becomes difficult it's better to apply these principles on self.)

a) Build the body to withstand the stress of multiple frustrations.

b) Liberate the mind so that we can remain alert to opportunities and utilize resources
c) Change the pattern(s) that promote needless frustrations.
d) Don't stay stuck in a rut or repeat counterproductive actions (Tarnima, *et al., 2013*).

In order to empower employees successfully to mitigate their job stress, managers/supervisors should:

1. Explain to employees what empowerment is and how it could impact them personally. Managers/supervisors should provide examples of authority that the service employees will have in decision making. For example, managers/supervisors should explain service employees if they will have authorization to resolve customer complaints such as replacement of poor quality food items, small amount of cash refund, change shifts without notifying shift manager, etc.
2. Change their behaviour to create an empowered work environment.
3. Select right employees (e.g. employees who possess initiative and the ability to get along with other people) for empowerment.
4. Train employees to make sound decisions and work closely with others.
5. Communicate expectations to service employees clearly.
6. Align reward and recognition programmes.
7. Have patience and expect problems such as wrong decisions made by empowered employees (Amarjit *et al.,* 2018).

Woodwork technology education lecturers' frustration must be handled in a prevention level or in a very early stage of post frustration level before letting it to get worse.

2.3 Review of Related Empirical Studies

Lenka and Kant (2012) carried out a research work on frustration and work motivation of secondary school teacher as a correlation of leadership behavior of their head in India. The study was guided by two research questions and three research hypotheses. The study used survey research design. The study was conducted in India. The population of the study was 240 respondents that comprised of 180 teachers and 60 head teachers. A structured questionnaire named Frustration, Work Motivation and Leadership Behaviour Questionnaire (FWMLBQ) was used to collect data. The data collected were analyzed using mean standard deviation and t-test. Findings from the study revealed that, leadership behavior of heads has a direct and significant effect on the frustration and work motivation. It was found that where the head is cooperative, the teachers enjoy their jobs with zeal. The study recommended that, head teachers should embrace positive leadership behaviour in order to reduce frustration and improve motivation among teachers.

The reviewed study is limited to the correlation between leadership behavior and frustration and work motivation of secondary school teacher. It is related to the present study in the area of frustration in teaching work. Both studies are also similar in the use of descriptive survey research design; did not carry out sampling; used questionnaire for collection of data and both studies employed the same statistical techniques (mean, standard deviations and t-tests). Though, they differ in the area of study and numbers of research questions, research objectives and research hypotheses. However, it was deduced that there is difference between both studies because the respondents of the reviewed study were secondary schools teachers while the present study involves woodwork lecturers as respondent.

Ezeh *et al.* (2020) conducted a research on association of innovative work behaviour, organizational frustration and work –family-conflict among private sector employees in Nigeria. Private sector is so challenging and demanding owing to market competitions and unfavorable work environment which frustrate employees' efforts. Against this backdrop, this study explored the association of innovative work behavior, organizational frustration and work-family conflict among employees of Innoson Technical and Industrial Company Ltd Emene, Enugu, Nigeria. Three research objectives, three research questions and three hypotheses were used. The sample population of the study comprised 112 private sector workers (89 males and 23 females) with age range from 23-56 years with a mean age of 32.5 selected through simple random sampling. Instruments for data collection were: Innovative work behaviour scale, organizational frustration scale and work-family conflict scale. Correlation design was adopted and chi-square statistic was used to analyze the association among variables. Three hypotheses guided the inquiry and the result indicated that: innovative work behaviour was significantly associated with organizational frustration and work-family conflict at 1446.4, $p < .05$ and 1761.6 $p < .05$ ($n = 112$) respectively; while organizational frustration was also significantly associated with work-family conflict at 1799.2, $p < .05$ ($n = 112$). The finding imply that innovative work behaviour can influence a reduced level of organizational frustration and work-family conflict while organizational frustration can influence an increased level of work-family conflict among private sector employees. It is recommended that private sector organizations encourage the growth of innovative trait among workers and implement same in their recruitment policy to engender reduced levels of organizational frustration and work-family conflict.

Ezeh *et al.* (2020) study is related to the present study in the area of innovative work behaviour and organization frustration. Both studies employed the use of survey research design used questionnaires for collection of data. However, they differ in the area of studies as the reviewed study was conducted in Enugu State while the present study is being carried out in North-Central, Nigeria.

Karamchandani (2020), conducted a research work on Frustration at the Workplace and Employee Attitude: It was revealed that frustration significantly and negatively predicted attitude towards management of the employees. The attitude towards management of female employees was found to be slightly more and negatively related to frustration compared to their male counterparts but the difference is negligible. Hence no significant difference was found in the attitude of the two sexes due to frustration at the workplace. The study also looked at the influence of aggression on the employee attitude and the same was found to be significant. Three objectives, three research questions and three hypotheses were used. For this ex-post facto research design was used, a convenience sample of 390 respondents through the stratified sampling technique was chosen in 2019 from various IT firms in Hyderabad and Nagpur. Respondents were chosen from the age group 25-35 years. The data for analysis was collected through two scales viz: Frustration Test and Attitude Scale for Measuring Employee Attitude Towards Management and a personal information sheet. Pearson Correlation was applied to ascertain the strength and direction of the relationship. The finding of the study reviewed showed frustration significantly and negatively predicted attitude towards management of the employees.

The study of Karamchandani was on frustration at the workplace and employee attitude which is similar to the present study on frustration of woodwork lecturer. The studies are similar in research method because they both employed the use of survey design.

However, the two studies differ on their method of sampling. The reviewed research used purposive sampling while the present used the entire population. The reviewed research was concluded in India while the present research was carried out in Nigeria. The implication of the finding is that both studies are concerned with the frustration at working place.

Leong and Rasli (2013) examined how employees use innovative work behaviour to achieve performance. Three research questions and three hypotheses guided the study. The study adopted survey research design. The study was conducted in Malaysia. The sample chosen for this study consists of 300 employees in an integrated automotive organization. The instruments used for data collection was 17-item innovative work behaviour scale and 30-item performance dimensions. The reliability coefficients of the instruments were computed using Cronbach's Alpha statistics. The study utilized descriptive statistics using mean to answer research questions and Analysis of variance to test hypothesis. Findings from the study show lack of differences in innovative work behaviour and work role performance based on gender and education. However, the analysis revealed that employees, who were employed in a cross functional capacity and deal with market or customer related environment, tend to demonstrate high inclination of work role performance compared to divisions strictly related to research and development. The study recommended that, innovative work behavior among employees in an integrated automotive organization should be enhanced in order to improve work role performance.

The study reviewed is limited to examining how employees use innovative work behaviour to achieve performance. Though, it is related to this study as both studies focuses on innovative work behaviour among employee. The studies shared similarities that include the research design, questionnaire as instrument for data collection,

Cronbach's Alpha statistics for testing the reliability of the instrument and mean for answering research questions. However, the studies differ in terms of area, population and method of testing hypotheses.

Hsiao *et al.* (2016) examined the impact of self-efficacy on innovative work behavior for teachers in Taiwan. Two research questions and two hypotheses guided the study. The study adopted correlational research design. The study was conducted in the northern region of Taiwan. Stratified random sampling technique was used in this study to select 546 secondary school teachers from 20 public/private schools. The instrument for data collection was a valid and reliable questionnaire designed on 7-point Likert-type items that consists of 13 items concerning the Teachers' Self-efficacy Scale (TSE), and 9 items relating to the Innovative Work Behavior Scale (IWB). The reliability of the instrument was measured with Cronbach's alpha (α= .91).The data collected was analyzed using the descriptive statistics, Pearson's correlation coefficients, and regression analysis. Findings from the study indicated that, out of the three important rankings on teachers' self-efficacy, two were on Self-efficacy towards guiding groups and one is on self-efficacy towards using innovations. The study also revealed that, three domains of teachers' self-efficacy were well-performed as well as innovative work behavior. The results also indicated that there is a strong positive relationship between teachers' self-efficacy and innovative work behavior. The study recommended among others that, teachers should be encouraged to use strategies to build self-efficacy in various ways.

The study reviewed is limited to examining the impact of self-efficacy on innovative work behavior for teachers. Though, it is related to this study as both studies focuses on innovative work behaviour among teachers. The studies shared similarities that include the use of: teachers/lecturers as population, questionnaire as instrument for data

collection, and Cronbach's Alpha statistics for testing the reliability of the instrument. However, the studies differ in terms of research design, area of study and method of answering research questions and testing hypotheses.

Caleb (2017) examined teachers' stress and frustrations and the academic performance of students. Five research questions and five null hypotheses guided the study. The study adopted descriptive research design. The study was conducted in Zuru, Kebbi State, Nigeria. Simple random sampling technique was used to select a sample of 120 respondents comprising 44 males and 76 females. The instrument for data collection was a structured questionnaire. The reliability of the instrument was determined to be 0.88 using Cronbach's alpha. Mean was used to answer the research questions while Chi-Square statistics was used to test the formulated null hypothesis. It was discovered that, economic, personal, socio and psychological problems as well as teacher's individual differences and family problems contributed to teachers stress and frustration; also affected students' academic performance vis-à-vis teacher's productivity. Recommendations were made amongst which are: teachers should be given minimal workload and they should be enlightened on the need to take care of themselves.

The study reviewed is limited to examining teachers' stress and frustrations and the academic performance of students. Though, it is related to this study as both studies focuses on frustration among teachers. The studies shared similarities that include the use of: research design, teachers/lecturers as population, questionnaire as instrument for data collection, and Cronbach's Alpha statistics for testing the reliability of the instrument. However, the studies differ in terms of area of the study, and method of testing hypotheses.

Song *et al.,* (2021) explored the relationship between frustration tolerance and academic performance among college teachers in China. One research question and one null hypothesis guided the study. Correlational research design was adopted for the study. The study was conducted in Zanchen, China. The population of the study was a total of 450 college teachers from each faculty of the two universities in the study area. All the population were used for the study, hence there was no sampling adopted. The instrument for data collection was a structured questionnaire. Exploratory factor analysis was used for testing the reliability of the instrument, suggesting that the instrument is reliable and valid. Confirmatory factor analysis was used for analyzing the collected data. Findings from the study revealed significant positive correlation between academic frustration tolerance and academic performance. The results from the structural equation model suggested that frustration tolerance significantly predicted academic performance.

The study reviewed is limited to establishing the relationship between frustration tolerance and academic performance among college teachers. The study reviewed is related to this study as the two studies focuses on frustration among teachers. The studies shared similarities that include the use of: teachers/lecturers as population, questionnaire as instrument for data collection. However, the studies differ in terms of research design, area of study, method of testing the reliability of instrument, and method of answering research questions and testing hypotheses.

2.4 Summary of Literature Reviewed

The literature reviewed for this study include theory and model under the theoretical framework of the study that include: Theory of Planned Behaviour and Job Demands-Resources (JD-R) Model of Organizational Frustration. The Theory of Planned Behaviour was adopted for the study to provide basis for assessing innovative work

behaviour and the JD-R Model was adopted to provide basis for assessing organization frustration. The conceptual framework of the study was used to explain the relationship between variables associated with the study. An attempt has been made to highlight and analyze the concepts related to the research work that include: innovative work behaviour, strategies for improving innovative work behaviour, organization frustration, the causes of organizational frustration among teacher, impact of organization frustration, strategies to prevent organizational frustration among lecturers and the organization.

Furthermore, related empirical studies were also reviewed. The relationship between these studies and innovative work behaviour and organizational frustration among woodwork technology lecturers were judiciously discussed. In spite of all the related empirical studies reviewed, sufficient empirical information is needed to address the challenges of organization frustration and lack of innovative work behaviour among woodwork technology lecturer in tertiary institutions. Hence, this study is designed to asses innovative work behaviour and organizational frustration among woodwork technology lecturers in tertiary institution in North-Central, Nigeria.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The study adopted descriptive survey research design. Descriptive research design is the type of study that describe the distinguish characteristics of a population or phenomenon being studied. Martyn (2019) described descriptive research design as a scientific method that is used to observe and describe the characteristics of a population, situation or phenomenon without influencing it in any way. Descriptive research design is therefore suitable for this study because; it involves the collection of quantitative data that are used to answer a wide range of questions pertaining to a particular population such as woodwork lecturers in tertiary institution in North-Central, Nigeria.

3.2 Area of the Study

This study was carried out in North-Central Nigeria. North-Central Nigeria lies between latitudes 7.73^0N and 9.62^0N as well as longitudes 4.55^0E and 8.53^0N (Chineke *et al*. 2017). It consist six states comprising of Benue, Federal Capital Territory Abuja (FCT-Abuja), Kogi, Kwara, Nassarawa, Niger and Plateau. The area is bounded to the south by Oyo, Osun, Ekiti, Edo and Benue States, and it is bounded to the East by Taraba State. It is also bounded to the North by Bauchi, Kaduna, Zamfara and Kebbi States.

The choice of North Central, Nigeria as the area of the study is simply due to the persistent record of the inability of woodwork technology education lecturers in equipping students with the requisite knowledge, skills and attitudes for employment.

3.3 Population of the Study

The population of the study was 44 subjects which comprises of 31 woodwork technology education lecturers from colleges of education and 13 lecturers from universities in the study area, these tertiary institutions are chosen because they are the only ones offering woodwork technology education as shown in the Table 3.1.

Table 3.1: Distribution of woodwork technology education lecturers according to institution

S/N	Tertiary Institutions	Lecturers
1	Federal College of Education, Pankshin,	5
2	Nasarawa State College of Education, Akwanga	6
3	Niger State College of Education, Minna	6
4	Kogi State College of Education (Technical), Kabba	4
5	Kwara State College of Education (Technical) Lafiagi	6
6	College of Education, Katsina-Ala	4
7	Federal University of Technology, Minna	5
8	Benue State University	5
9	University of Jos	3
	Total	**44**

Sources: From each Department nominal roll (2021)

3.4 Sample and Sampling Technique

The population was of manageable size and therefore, there was no sampling for the study.

3.5 Instrument for Data Collection

A structured questionnaire titled: "Questionnaire on Innovative Work Behaviour and Organization Frustration among Woodwork Lecturers in Tertiary Institution (QIWBOFAWLTI) developed by the researcher was used to collect data from the respondents. The questionnaire is divided into two parts, part 1 and II. Part I contains

general information and instructions on how to complete the instrument, while part II seek information on innovative work behaviour and organization frustration from the respondents. Part II of the questionnaire contains 137 items, assembled alongside a four response options of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree.

3.6 Validation of the Instrument

The Questionnaire on Innovative Work Behaviour and Organization Frustration among Woodwork Lecturers in Tertiary Institution (QIWBOFAWLTI) was validated by three experts in the Department of Industrial and Technology Education, Federal University of Technology Minna Niger State. The experts were requested to ascertain the suitability of the questions, their appropriateness, the scope, the content area and the language clarifications as well as sign the validation certificate. The experts suggested modifications on the instrument that include editorial corrections, increasing the number of items, splitting items with multiple responses among others, and were effected to produce final instrument.

3.7 Reliability of the Instrument

A trial test was conducted on eight woodwork technology education lecturers in Osun States, Nigeria. The lecturers were from Department of Technical and Vocational Education, Osun State College of Education Ila Orangun, Department of Technical and Vocational Education, Osun State college of education Ilesha, the researcher choose Osun state because it shares the same resources with study area. The trial test was to determine the reliability coefficient of the instrument using Cronbach's Alpha reliability technique. Spilt half reliability technique was used simply because; it is more suitable for instruments designed on Likerts' type scale. Four woodwork technology education lecturers from Department of Technical and Vocational Education, Osun State College of Education Ila Orangun and four from Department of Technical and Vocational

Education, Osun State college of education Ilesha were used for the trial test. The choice of Osun States for the trial testing exercise was based on the fact that, the State did not form part of the study area.

The Statistical Package for Social Science (SPSS) was used to compute the internal consistency for each of the five clusters of the research questions. Therefore, the internal consistency calculated for each of the cluster is as follow: A = 0.80, B = 0.87, C = 0.83, D = 0.86, E = 0.88 and F = 0.88 respectively as shown in Appendix D, page 103. The overall reliability coefficient of the instrument was 0.85 indicating that, the instrument had a high reliability index which makes it good for measuring what it is design to measure.

3.8 Administration of the Instrument

The questionnaire was administered by the researcher with the aid of nine research assistant through hand delivery. The research assistants were trained on procedure to administer and retrieve the research instrument effectively. The respondents were given three days to fill the questionnaires after which the researcher/research assistant will go back to collect the instrument.

3.9 Method of Data Analysis

The data for the study was analyzed using mean and t-test. The mean and standard deviation was used to answer the research questions. While the t-test statistics was used to analyze the null hypotheses and tested at 0.05 level of significance. Taking decision regarding the research questions was based on real limits of numbers as shown in Table 3.2, while decision regarding the t-test was based on comparing Sig. two tailed value with .05 level of significance. If the Significant two tailed value falls below .05, the

result will be regarded as significant, and if otherwise, it will be regarded as not significant.

Table 3.2: Real Limit of Numbers on Four Point Scale

S/N	Lower Limit	Upper Limit	Decision
1	3.50	4.00	Strongly Agree
2	2.50	3.49	Agree
3	1.50	2.49	Disagree
4	1.00	1.49	Strongly Disagree

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Research Question 1

What are the innovative work behavior exhibited among woodwork technology education lecturers in tertiary institution?

The data for answering research question one is presented in table 4.1

Table 4.1:

Means Responses and Standard Deviation of Respondents as Regards the Innovative Work Behaviour Exhibited among Woodwork Technology Education Lecturers in Tertiary Institution

N_T=44

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
1.	Woodwork technology lecturers are curious/inquisitive and love to explore new ideas	3.70	0.46	Strongly Agree
2.	They are compassionate towards students	3.39	0.49	Agree
3.	They are highly committed to their jobs and to life-long learning	3.55	0.50	Strongly Agree
4.	Lectures possess collaborative skills and actively take initiatives in working with their colleagues	3.18	0.39	Agree
5.	They are open to new ideas	3.55	0.50	Strongly Agree
6.	They are highly creative and nurtures the creativity of their students	3.25	0.44	Agree
7.	Have good relationship with the students	3.73	0.45	Strongly Agree
8.	They are skillful in innovative teaching strategies	3.86	0.35	Strongly Agree
9.	They motivates students and create room for their empowerment	3.14	0.35	Agree
10.	They possess stable value judgment	3.75	0.44	Strongly Agree
11.	They possess good observation skills that helps them become an effective tutors.	3.50	0.51	Strongly Agree
12.	Have ability to get agreement to test and develop ideas	3.43	0.50	Agree
13.	They respond well to change	3.68	0.47	Strongly Agree
14.	Lecturers are well connected to the world around them and to the needs of their students	3.70	0.46	Strongly Agree
15.	They are courageous to cope and adapt to many challenges of change	3.59	0.49	Strongly Agree
16.	They have strong communication skills with management and students	3.61	0.49	Strongly Agree

Table 4.1 Continue

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
17.	Good and effective speaking and strong presentation skills	3.48	0.50	Agree
18.	They have high level of subject matter expert	3.50	0.51	Strongly Agree
19.	They possess effective time management skills	3.59	0.49	Strongly Agree
20.	They are always positive and passionate about teaching	3.77	0.42	Strongly Agree
21.	They have ability to perceive and manage their own and their student's emotion	3.47	0.55	Agree
22.	They possess ability to be able to deal with conflict at work place	3.55	0.50	Strongly Agree
23.	They are accessible and approachable to students	3.75	0.44	Strongly Agree
24.	They have natural or self-motivated reward strategies	3.59	0.49	Strongly Agree
	Grand Total	**3.55**	**0.47**	

Key: N= Numbers of Respondents, $\mathbf{x_T}$ = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.1 shows the mean responses of the respondents on the 24 items posed to determine the innovative work behavior exhibited by woodwork technology education lecturers with a grand mean of 3.55 which implies that the lecturers strongly agreed with the majority of items as innovative work behaviours among woodwork technology education lecturers in tertiary institution. The standard deviation of items ranges from 0.35 to 0.55. This standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses adds values to the reliability of the mean range item (3.14-3.86).

4.2 Research Question 2

What are the methods for improving innovative work behavior among woodwork technology education lecturers in tertiary institution?

The data for answering research question two is presented in table 4.2

Table 4.2:
Means Responses and Standard Deviation of Respondents as Regards the Methods for Improving Innovative Work Behavior among Woodwork Technology Education Lecturers in Tertiary Institution.

N_T=44

S/N	ITEM STATEMENT	X_T	SD_T	REMARKS
1.	Management should implement necessary innovative changes in their organizations	3.41	0.49	Agree
2.	Managing and leading those change projects effectively by the leader	3.48	0.66	Agree
3.	Developing strategies for encouraging team working between lecturers	3.20	0.93	Agree
4.	Improving employees proficiency and productivity	3.25	0.44	Agree
5.	Enhancing the digital work experience in an organization	3.57	0.66	Strongly Agree
6.	Making an organizational change plan to suit innovation	3.55	0.50	Strongly Agree
7.	Creating system of accountability in an organization	3.36	0.49	Agree
8.	Management should support the innovativeness of their lecturers	3.55	0.50	Strongly Agree
9.	Appointing manager who must develop process to encourage and guide the changes taking place in the organization	3.20	0.41	Agree
10.	Increasing networking by the management	3.79	0.41	Strongly Agree
11.	Improving employees experience	3.41	0.49	Agree
12.	Provision of physical resources that are of innovative nature	3.93	0.25	Strongly Agree
13.	Training and developing innovative work behaviour among organization manager	3.09	0.56	Agree
14.	Creating high commitment work system	3.11	0.32	Agree
15.	Motivation of lecturers should be encourage by the management	3.43	0.59	Agree
16.	Management should create room for training and re-training programs for lecturers	3.39	0.63	Agree
17.	Appointing transformational leaders	3.07	0.25	Agree
18.	Having a good organization structure and size	3.22	0.42	Agree
19.	Having a good organization support to the lecturers	3.43	0.50	Agree
20.	Creating meaningful organization condition	3.11	0.32	Agree
21.	Creating a sense of community among lecturers	3.57	0.50	Strongly Agree
22.	Creating organizational reward and good working condition	3.05	0.21	Agree
23.	Provision of favourable work environment	3.43	0.59	Agree
	Grand total	**3.37**	**0.48**	

Key: N= Numbers of Respondents, X_T = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.2 shows the mean responses of the respondents on the 23 items posed to determine the methods for improving innovative work behavior among woodwork

technology education lecturers with a grand mean of 3.37 which implies that the lecturers agree with the majority of items as methods for improving innovative work behavior among woodwork technology education lecturers. The standard deviation of items ranges from 0.21 to 0.93. This standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses show that they are similar in their opinion in rating the items with mean ranging from 3.05 to 3.93

4.3 Research Question 3

What are the symptoms of organizational frustrations among woodwork technology education lecturers in tertiary institution?

The data for answering research question three is presented in table 4.3

Table 4.3:
Means Responses and Standard Deviation of Respondents as Regards the Level of Organizational Frustrations among Woodwork Technology Education Lecturers

N_T=44

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
1	Becoming bored with the job	3.32	0.47	Agree
2	Lack of physical energy	3.34	0.48	Agree
3	Failing to properly plan or prepare lessons/lecture note	3.66	0.48	Strongly Agree
4	No longer caring about student discipline and classroom management	3.50	0.51	Strongly Agree
5	Increasingly having a negative attitude toward school	3.86	0.34	Strongly Agree
6	Lowering standards for students and self	3.36	0.49	Agree
7	Not having any close colleagues to vent or confide in	3.77	0.42	Strongly Agree
8	Feeling anxiety about going to work	3.36	0.49	Agree
9	Consistently feeling overwhelmed by workload	3.70	0.46	Strongly Agree
10	Not understanding students	3.29	0.46	Agree
11	Feeling irritable and quick to anger	3.45	0.50	Agree
12	No desire to attend social gatherings	3.66	0.57	Strongly Agree
13	Change in appetite	3.66	0.48	Strongly Agree
14	Chronic fatigue or exhaustion	3.86	0.35	Strongly Agree
15	Increased complaints	3.66	0.48	Strongly Agree

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
16	Lack of emotional energy	3.73	0.43	Strongly Agree
17	Inability to relate with students	3.45	0.76	Agree
18	Poor relationship with colleagues	3.89	0.32	Strongly Agree
19	Poor mental health	3.29	0.51	Agree
20	Increasingly having a negative attitude toward students	3.31	0.52	Agree
	Grand Total	**3.56**	**0.48**	

Key: N= Numbers of Respondents, $\mathbf{x_T}$ = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.3 shows the mean responses of the respondents on the 20 items posed to determine the level of organizational frustrations among woodwork technology education lecturers with a grand mean of 3.56 which implies that the lecturers strongly agree with the majority of items as level of organizational frustrations among woodwork technology education lecturers. The standard deviation of items ranges from 0.32 to 0.76. This standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses adds values to the reliability of the item mean ranging from (3.29 to 3.89).

4.4 Research Question 4

What are the causes of organizational frustration among woodwork technology education lecturers in tertiary institution?

The data for answering research question four is presented in table 4.4

Table 4.4:
Means Responses and Standard Deviation of Respondents as Regards the Causes of Organizational Frustration among Woodwork Technology Education Lecturers

N_T=44

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
1.	Lack of investment on lecturer growth	3.52	0.66	Strongly Agree
2.	Lack of appreciation form the organization	3.29	0.79	Agree
3.	Tasking promotion guidelines for all	2.97	0.69	Agree
4.	Lack of inspiration of purpose to all	3.13	0.90	Agree
5.	Lack of reward for collaboration	3.81	0.39	Strongly Agree
6.	Lack of environment for innovation	3.86	0.34	Strongly Agree
7.	Lack of good working conditions	3.54	0.69	Strongly Agree
8.	Management directives not marching their capabilities	3.29	0.46	Agree
9.	Poor feedback system	3.22	0.77	Agree
10.	Lack of encouragement of unproven ideas	3.02	0.73	Agree
11.	Lecturers refusal to accept innovation	3.55	0.85	Strongly Agree
12.	Lectures not knowing what is expected of them	2.82	0.84	Agree
13.	Unclear relationship between lecturers and students	3.18	0.66	Agree
14.	Lecturers role inconsistencies	3.70	0.46	Strongly Agree
15.	Limited resources for teaching woodwork technology	2.98	0.66	Agree
16.	Lecturers personal background	3.34	0.73	Agree
17.	Lecturers status	2.98	0.73	Agree
18.	Lack of common goal in organization	3.25	0.75	Agree
19.	Leakage of information to an authorized persons	3.79	0.41	Strongly Agree
20.	When team work is not encouraged	3.93	0.25	Strongly Agree
	Grand Total	**3.36**	**0.64**	

Key: N= Numbers of Respondents, x_T = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.4 shows the mean responses of the respondents on the 20 items posed to determine the causes of organizational frustration among woodwork technology education lecturers with a grand mean of 3.36 which implies that the lecturers agreed with the items as causes of organizational frustration among woodwork technology education lecturers. The standard deviation of items ranges from 0.25 to 0.90. This

standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses adds values to the reliability of the item with mean ranging (2.82 to 3.93).

4.5 Research Question 5

What are the impacts of organization frustration among woodwork technology education lecturers on the performance of students in tertiary institutions?

The data for answering research question five is presented in table 4.5

Table 4.5:
Means Responses and Standard Deviation of Respondents as Regards the Impacts of Organization Frustration among Woodwork Technology Education Lecturers on the Performance of Students

N_T=44

S/N	ITEM STATEMENT	X_T	SD_T	Remarks
1.	Lower their academic performance	3.89	0.32	Strongly Agree
2.	Lower self-efficacy levels	3.39	0.49	Agree
3.	Poor learning retention	3.86	0.35	Strongly Agree
4.	Students developmental potential is being reduced	3.97	0.15	Strongly Agree
5.	Develop negative attitude towards school and learning	3.55	0.50	Strongly Agree
6.	Students lack confidence within them selves	3.64	0.48	Strongly Agree
7.	It causes low self-esteem	3.73	0.45	Strongly Agree
8.	Lead to students becoming with drawn	3.70	0.46	Strongly Agree
9.	Precipitous drop in grade of students	3.41	0.49	Agree
10.	Students feel worthless within themselves	3.84	0.37	Strongly Agree
11.	It hinder students development to be motivated	3.82	0.39	Strongly Agree
12.	The lack of innovative behavior	3.59	0.49	Strongly Agree
13.	The lack appropriate skills	3.32	0.47	Agree
14.	Student's perform poor in practical project	3.66	0.48	Strongly Agree
15.	The lack innovative skills	3.57	0.69	Strongly Agree
16.	They become less motivated	3.68	0.47	Strongly Agree
17.	Students engagement level becomes poor	3.93	0.25	Strongly Agree
18.	Reduction in their verbal ability	3.86	0.35	Strongly Agree
19.	It lowers long term outcomes	3.77	0.48	Strongly Agree

Table 4.5 Continue

S/N	ITEM STATEMENT	x_T	SD_T	Remarks
20.	It affect their cognitive growth negatively	3.86	0.35	Strongly Agree
21.	Difficulties in learning	3.97	0.15	Strongly Agree
	Grand Total	**3.71**	**0.41**	

Key: N = Numbers of Respondents, $\mathbf{x_T}$ = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.5 shows the mean responses of the respondents on the 21 items posed to determine the impacts of organization frustration among woodwork technology education lecturers on the performance of students with a grand mean of 3.71 which implies that the lecturers agreed with the items as impacts of organization frustration among woodwork technology education lecturers on the performance of students. The standard deviation of items ranges from 0.15 to 0.69. This standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses adds values to the reliability of the item with mean ranging (3.32 to 3.97).

4.6 Research Question 6

What are the strategies for reducing organizational frustration among woodwork technology education lecturers in tertiary institution?

The data for answering research question six is presented in table 4.6

Table 4.6:

Means Responses and Standard Deviation of Respondents as Regards the Strategies for Reducing Organizational Frustration among Woodwork Technology Education Lecturers

N_T=44

S/N	ITEM STATEMENT	x_T	SD_T	REMARKS
1.	Re-furnish the human resources management policies	3.91	0.29	Strongly Agree
2.	Appoint manager with soft-skills and good communication skills	4.00	0.00	Strongly Agree
3.	Implement team building activities	3.77	0.42	Strongly Agree
4.	Create environment that encourages participation	3.77	0.57	Strongly Agree
5.	Career growth should be provided	3.93	0.25	Strongly Agree
6.	Improve on personal emotion	3.95	0.21	Strongly Agree
7.	Provide communication skilled training	3.82	0.45	Strongly Agree
8.	Treat everyone fairly	3.52	0.51	Strongly Agree
9.	Make sure employees are clear about organizational goals and priorities	3.86	0.35	Strongly Agree
10.	Provide third party conflict mediation services	3.48	0.51	Agree
11.	Provide conflict mediation training for leaders	3.52	0.51	Strongly Agree
12.	Help lecturers develop positive work relationship	3.68	0.67	Strongly Agree
13.	provide conflict resolution training	3.73	0.45	Strongly Agree
14.	Provide innovative tasks	3.59	0.49	Strongly Agree
15.	Good supervisor-Coworker relationship	3.88	0.32	Strongly Agree
16.	Reward and recognition programmes	3.84	0.37	Strongly Agree
17.	Select right employees for empowerment	3.75	0.58	Strongly Agree
18.	Train employees to make sound decisions and work closely with other	3.93	0.33	Strongly Agree
19.	Communicate expectations to service employees clearly	3.97	0.15	Strongly Agree
20.	Changes their behaviour to create and empowered work environment	3.95	0.21	Strongly Agree
21.	Change the patterns that promote needless frustration	4.00	0.00	Strongly Agree
22.	Suggestions of employees taken into account	4.00	0.00	Strongly Agree
23.	No job overlapping at workplace	3.45	0.50	Agree
24.	Appoint mangers who create favourable environment in the work place	4.00	0.00	Strongly Agree
25.	Higher a digital manger	3.98	0.15	Strongly Agree
26.	Enhancing the digital work experience	3.68	0.47	Strongly Agree

Table 4.6 Continue

S/N	ITEM STATEMENT	x_T	SD_T	Remarks
27.	Improving employees proficiency and productive	3.77	0.42	Strongly Agree
28.	Digital adaption	3.90	0.29	Strongly Agree
29.	Clearly defined goal	3.98	0.15	Strongly Agree
	Grand Total	**3.81**	**0.33**	

Key: N = Numbers of Respondents, $\mathbf{x_T}$ = Mean of All Respondents, SD_T = Average Standard Deviation.

Table 4.6 shows the mean responses of the respondents on the 29 items posed to determine the strategies for reducing organizational frustration among woodwork technology education lecturers with a grand mean of 3.81 which implies that the lecturers agreed with the items as impacts of organization frustration among woodwork technology education lecturers on the performance of students. The standard deviation of items ranges from 0.00 to 0.58. This standard deviation showed that the respondents were not too far from the mean and were closed in one another in their responses. This closeness of the responses adds values to the reliability of the item with mean ranging (3.45 to 4.00).

4.7 Hypothesis One

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on their innovative work behaviour.

The data for testing hypothesis one is presented in table 4.7

Table 4.7: t-test analysis of significant difference in the mean responses of lecturers as regards the innovative work behaviours among woodwork technology education in tertiary institution.

Tertiary Institutions Lecturers	N	Mean	S.D	df	T	P-value	Remark
College of Education Lecturers	31	3.49	0.86				
				42	-9.19	0.00	Significant
University Lecturers	13	3.69	0.55				

Key: N= Numbers of Respondents, $\mathbf{x_T}$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test

Table 4.7 shows the t-test analysis of differences in the responses of college of education lecturers and universities lecturers with regards to the innovative work behaviour in tertiary institution is significant. The table revealed that the probability value obtained was found to be 0.00 which is less than the probability value of 0.05 in comparison. Consequently, the null hypothesis was rejected. Therefore, there is significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the innovative work behaviour.

4.8 Hypothesis Two

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the methods for improving innovative work behavior in tertiary institution.

The data for testing hypothesis two is presented in table 4.8

Table 4.8:

T-test analysis of significant difference in the mean responses of lecturers as on methods for improving innovative work behavior in tertiary institution.

Tertiary Institutions Lecturers	N	Mean	S.D	Df	T	P-value	Remark
College of Education Lecturers	31	3.33	0.05				
				42	-3.77	0.00	Significant
University Lecturers	13	3.49	0.15				

Key: N= Numbers of Respondents, $\mathbf{x}_T$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test

Table 4.8 shows the t-test analysis of differences in the responses of College of Education Lecturers and universities Lecturers regards the methods for improving innovative work behavior in tertiary institution. The table revealed that the probability value obtained was found to be 0.00 which is less than the probability value of 0.05 in comparison. The null hypothesis was therefore rejected. Therefore, there exist

significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the methods for improving innovative work behavior in tertiary institution.

4.9 Hypothesis Three

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the symptoms of organizational frustration in tertiary institution.

The data for testing hypothesis three is presented in table 4.9

Table 4.9:

t-test analysis of significant difference in the mean responses of lecturers as regards the symptoms of organizational frustration in tertiary institution

Tertiary Institutions Lecturers	N	Mean	S.D	df	T	P-value	Remark
College of Education Lecturers	31	3.50	0.13				
				42	-5.35	0.00	Significant
University Lecturers	13	3.69	0.09				

Key: N= Numbers of Respondents, $\mathbf{x}_T$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test

Table 4.9 revealed a p-value of 0.00, which means there is significant difference in the mean score of the respondents. The mean and standard deviation for college of education lecturers were 3.50 and 0.13 respectively, while mean and standard deviation for university lecturers were 3.69 and 0.09 on symptoms of organizational frustration in tertiary institution respectively. Consequently, the null hypothesis is rejected. Therefore, there is significant difference between the mean responses of

woodwork technology education lecturers in colleges of education and those in universities on the symptoms of organizational frustration in tertiary institution

4.10 Hypothesis Four

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the causes of organizational frustration in tertiary institution.

The data for testing hypothesis four is presented in table 4.10

Table 4.10:

t-test analysis of significant difference in the mean responses of lecturers as regards the causes of organizational frustration in tertiary institution

Tertiary Institutions Lecturers	N	Mean	S.D	Df	T	P-value	Remark
College of Education Lecturers	31	3.29	0.11				
				42	-9.91	0.00	Significant
University Lecturers	13	3.54	0.06				

Key: N= Numbers of Respondents, $\mathbf{x}_T$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test

Table 4.10 revealed a p-value of 0.00, which means that there was significant difference in the mean score of the respondents. The mean and standard deviation for college of education lecturers were 3.29 and 0.11 respectively, while mean and standard deviation for university lecturers were 3.54 and 0.06 on causes of organizational frustra tion in tertiary institution respectively. Consequently, the null hypothesis is rejected. Therefore, there is significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the causes of organizational frustration in tertiary institution.

4.11 Hypothesis Five

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration on the performance of students in tertiary institutions.

The data for testing hypothesis five is presented in table 4.10

Table 4.11:

T-test analysis of significant difference in the mean responses of lecturers as regards the impact of organization frustration on the performance of students in tertiary institutions

Tertiary Institutions Lecturers	N	Mean	S.D	Df	t	P-value	Remark
College of Education Lecturers	31	3.70	0.13				
				42	-1.71	0.09	Not Significant
University Lecturers	13	3.75	0.05				

Key: N= Numbers of Respondents, $\mathbf{x}_T$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test

Table 4.11 shows the t-test analysis of differences in the responses of College of Education Lecturers and universities Lecturers regards the methods for improving innovative work behavior in tertiary institution. The table revealed that the probability value obtained was found to be 0.09 which is greater than the probability value of 0.05 in comparison. The null hypothesis was therefore accepted. Therefore, there was no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration on the performance of students in tertiary institutions.

4.12 Hypothesis Six

There is no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the strategies for reducing organizational frustration in tertiary institution.

The data for testing hypothesis six is presented in table 4.12

Table 4.12:

T-test analysis of significant difference in the mean responses of lecturers as regards the impact of organization frustration on the strategies for reducing organizational frustration in tertiary institution

Tertiary Institutions Lecturers	N	Mean	S.D	df	T	P-value	Remark
College of Education Lecturers	31	3.77	0.06				
				42	-9.34	0.00	Significant
University Lecturers	13	3.92	0.04				

Key: N= Numbers of Respondents, $\mathbf{x}_T$ = Mean of All Respondents, SD_T = Average Standard Deviation, df = Degree of Freedom, t = t-test.

Table 4.12 shows the t-test analysis of differences in the responses of College of Education Lecturers and universities Lecturers regards the strategies for reducing organizational frustration in tertiary institution. The table revealed that the probability value obtained was found to be 0.00 which is less than the probability value of 0.05 in comparison. The null hypothesis was therefore rejected. Therefore, there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration on the strategies for reducing organizational frustration in tertiary institution.

4.13 Findings of the Study

The findings of the study were based on the data collected and analyzed with reference to the research questions and hypotheses that guided the study

1. The woodwork technology education lecturers strongly agreed on all the 24 items as innovative work behaviour of woodwork lecturers in tertiary institution.
2. Both COE and University lecturers agreed on all 23 items of improving innovative work behavior among woodwork technology education lecturers in tertiary institutions.
3. Tertiary institution lecturers agreed on all 20 items as symptoms of organizational frustration among woodwork technology education lecturer in tertiary institution.
4. It was agreed that all 20 items are causes of organizational frustration among lecturers of woodwork technology education in tertiary institution.
5. It was strongly agreed on the 21 items as impact of organization frustration of lecturers on the performance of students in tertiary institutions.
6. 26 items were determined as strategies for reducing organizational frustration among woodwork technology lecturers in tertiary institution.
7. There was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on what constitutes innovative work behaviours in tertiary institution.
8. There was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the methods for improving innovative work behavior in tertiary institution.

9. There was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the symptoms of organizational frustration in tertiary institution.
10. There was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the causes of organizational frustration among lecturers in tertiary institution.
11. There was no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration of lecturers on the performance of students in tertiary institutions.
12. There was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the strategies for reducing organizational frustration of lecturers in tertiary institution.

4.14 Discussion of the Findings

The Findings relating to research question one revealed that innovative work behaviours among woodwork technology education lecturers such as, curious/inquisitive and love to explore new ideas, compassionate towards students, highly committed to their jobs and to life-long learning, possess collaborative skills and actively take initiatives in working with their colleagues, open to new ideas, highly creative and nurtures the creativity of their students were innovative work behaviour skills accepted by lecturers in tertiary institution what will contribute to the inquisitive and love to explore new ideal. This is in consonant with Ezeh *et al.,* (2020) who advocated innovative work behaviour can influence a reduced level of organizational frustration and work-family conflict. This was supported by Kheng *et al.* (2013) who

stated that IWB play vital roles in intentional creation, introduction and application of new ideas within a work role, group or organization, in order to benefit performance. This is in line with the view of Leong and Rash (2013) that innovative work behavior among employees enhanced work role performance in an organization.

The finding relating to hypothesis one showed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the innovative work behaviours among woodwork technology lecturers in tertiary institution. This means that the woodwork technology lecturers of colleges of education and universities had different perception on the innovative work behaviours in tertiary institution. The finding is in line with Celep, (2019) that different motivational factors may contribute to innovative work behaviour. Job autonomy and job commitment have positive impact on innovative works in supporting job performance in any industries including education. On the other hand, the external rewards (salary, position, qualification, transportation, Medicare and housing, among others) that the organization supplies and the internal rewards that are supplied from working environment are the important points as well for encouraging employee in the concept of professional performance.

The finding relating to research question two revealed that method of improving innovative work behavior among woodwork technology education lecturers such as developing strategies for encouraging team work among lecturers, Appointing manager who must develop process to encourage and guide the changes taking place in the organization, enhancing the digital work experience in an organization were all accepted as method of improving innovative work behaviour. Rhoades & Robert, (2020) noted that, there are several steps that can be used by organizations to improve its performance and innovative workplace behavior through workplace spirituality, this is aimed at

enhancing the following components in the concept of workplace spirituality such as creating a meaningful company condition, creating sense of community and creating alignment of values. This is in line with the view of Ezeh *et al.*, (2020) who stated that private sector organizations encourage the growth of innovative trait among workers and implemented same in their recruitment policy to engender reduced levels of organizational frustration and work-family conflict. Employees subject themselves to the high work load by generating, promoting and implementing ideas to adapt themselves to work environment. In ensuring efficiency and to absorb the dynamic change in current competitive market, organizations are increasingly relying on the innovativeness of their employees (Akram *et al.*, 2015).

The finding relating to hypothesis two showed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in the universities on the methods for improving innovative work behavior in tertiary institution. This means that the woodwork technology lecturers of colleges of education and universities had different perception on the innovative work behaviours in tertiary institution. This is in line with the view of Rhoades and Robert (2020), who reported that the steps that can be taken by organizations to improve innovative work behavior and organizational performance through perceived organizational support are Creating corporate justice, Giving Support that comes from company leaders, Creating good organizational rewards and working conditions. That is they have the same opinion with Byrne (2008) who perceived organizational support has a positive relationship to company performance. When a company has a good perceived organizational support it will reduce the stress level of employees and be able to encourage employee commitment to the company. In turn, such conditions can

increase the performance of employees and companies. Then, perceived organizational support has a positive influence on innovative work behavior (Afsar, & Yuosre, 2017).

The finding relating to research question three revealed that the level of organizational frustration in tertiary institution such as failing to properly plan or prepare lessons and lecture note, no longer caring about student discipline and classroom management, increasingly having a negative attitude toward school. The finding is in line with the view of Palmer (2019) who identified five key organizational frustrations that have a negative impact to include waste of time meetings, mis-leadership, blurred vision, silo mentality, and unfairness. This is in consonant with the words of Lazar *et al* (2005) who advocated that the first three are maladaptive leading to counterproductive behaviors such as the abandonment of a goal, absenteeism, turnover, sabotage, interpersonal aggression, and withholding of output leading to decrease in job performance of the employee. Osabiya, (2015) noted that frustration-induced behaviour on job which is the combination of aggression, regression and fixation.

The finding of hypothesis three showed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the level of organizational frustration in tertiary institution. This means that the woodwork technology lecturers of colleges of education and universities had different perception on the innovative work behaviour in tertiary institution. The finding is in line with the view of Lenka and Kant (2012) that leadership behavior of heads has a direct and significant effect on the frustration and work motivation. Karamchandani and Dubule (2020) revealed that, frustration significantly and negatively predicted attitude towards management of the employees.

The finding relating to research question four revealed that the causes of organizational frustration in tertiary institution such as lack of investment on lecturer growth, lack of appreciation from the organization, tasking promotion guidelines for all, lack of inspiration of purpose to all, unclear relationship, unclear communication, goal differences, organizational climate, limited resources. Lenka and Kant (2012) revealed that, leadership behavior of heads has a direct and significant effect on the frustration and work motivation. This is in consonant with the findings of Rachel *et al.* (2017), when an adequate resource is not available in the workplace, the job performance in the schools will be negatively influenced. As a result of which frustration may arise among the teachers. In view of that Ezeh *et al.* (2020) stated that organizational frustration can influence an increased level of work-family conflict among private sector employees.

The finding relating to hypothesis four showed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the causes of organizational frustration in tertiary institution. This means that the woodwork technology lecturers of colleges of education and universities had different perception on the innovative work behaviours in tertiary institution. The finding is in consonant with the assertion of Mwambebule (2018) that lack or inadequate effective communication in the company affects the employees, top management, customers and central government. These are the main stakeholders of the organization. These stakeholders are mostly affected because it is difficult to get clear and relevant information for implementation.

The finding relating to research question five revealed that impact of organization frustration of lecturers on the performance of students in tertiary institutions such as lower their academic performance, lower self-efficacy levels, poor learning retention of students. This is in consonant with the assertion of Hsiao *et al.* (2016) that teachers

should be encouraged to use strategies to build self-efficacy in various ways. Fornell and Larcker, (2018), revealed that the success of a lecturer depend not only on what the lecturers does, but on how well students perform. This is in-line with the view of Caleb (2017), who found that, economic, personal, socio and psychological problems as well as teacher's individual differences and family problems contributed to teachers stress and frustration; also affected students' academic performance vis-à-vis teacher's productivity. Frustration tolerance significantly predicted academic performance (Song *et al.,* 2021).

The finding relating to hypothesis five showed that there was no significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the impact of organization frustration on the performance of students in tertiary institutions. This is in consonant with Fornell and Larcker, (2018), who asserted that a lecturer is completely responsible for the student's instructional program because of the teachers' capacity to provide new knowledge and evaluate how much the student has learnt. Also, Hsiao *et al*. (2016) revealed that there is strong positive relationship between teachers' self-efficacy and innovative work behavior

The finding relating to research question six revealed that strategies for reducing organizational frustration in tertiary institution include; re-furnish the human resources management policies, appoint manager with soft-skills and good communication skills, create environment that encourages participation. In support of this finding, Lenka and Kant (2012) stated that head teachers should embrace positive leadership behaviour in order to reduce frustration and improve motivation among teachers. To reduce organizational frustration, managers should have patience and expect problems such as wrong decisions made by empowered employees (Amarjit *et al.,* 2018).

The finding relating to hypothesis six showed that there was significant difference between the mean responses of woodwork technology education lecturers in colleges of education and those in universities on the strategies for reducing organizational frustration in tertiary institution. The finding is in line with the view of a Tarnima *et al.,* (2013) who noted that frustration must be controlled or prevented at a very early stage of post frustration level before letting it to get worse. Employees' frustration not only reduces the healthy life of an individual but also decreases the revenue growth of the company, declines the economic growth of a country and creates a cluttered scenario in the global business world.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The findings of the study provided empirical insights on the innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria. The study identified the innovative work behavior, level of organizational frustration, causes of organizational frustration, impact of organization frustration, strategies for reducing organizational frustration of tertiary institution lecturers in North Central, Nigeria

Therefore, this study has implication for government, tertiary institution regulatory bodies and tertiary institution lecturers, for these level innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria, will no doubt encourage lecturers in tertiary institution with a view to make improvement on their innovative work behavior and overcome level of organizational frustration, and the subsequent impact on students performance and lecturers in their world of work.

5.2 Recommendations

Based on the findings of this research work, the following recommendations were made

1. The tertiary institution lecturers should improve their attitudes towards innovative work behaviour in order to improve their performance in their area of specialization.
2. School administrators should encourage the use of a multi-channel communication system. This will go a long way to reducing conflict situations,

feelings of insecurity, confusion and resentment among staff and improve innovative work behavior of lecturers.

3. School administrators should look for early symptoms of organizational frustration among lecturers in order to remedy the causes of such frustration.
4. School administrators should provide necessary needs of lecturers of tertiary institution so that they can be motivated to meet up with standard required.
5. The school administrators should provide in-services training for the tertiary institution lecturers and ensure that they are in good spirit to impact students performances.

5.3 Contribution to Knowledge

The study has empirically established the innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in north-central, Nigeria. The study also established that organization frustration on lecturers has impact on students performances in woodwork technology with the grand mean score of 3.36. The study further established that there need for woodwork technology lecturers to improve on their innovative work behaviour with the grand mean score of 3.37.

5.4 Suggestion for Further Studies

The following are suggested for further studies

1. Study on innovative work behaviour and organization frustration among woodwork lecturers in tertiary institution in south-west, Nigeria.
2. Assessment of the level of organizational frustration among woodwork lecturers in North-Central Nigeria

3. 21st century innovative work behavior needed by woodwork technology education lecturers in Universities in North-Central, Nigeria
4. Problems that hinder organizational frustration amongst woodwork lecturers towards innovative work behaviour in North Central Nigeria

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APPENDIX A

QUESTIONNAIRE ON INNOVATIVE WORK BEHABIOUR AND ORGANIZATION FRUSTRATION AMONG WOODWORK TECHNOLOGY EDUCATION LECTURERS IN TERTIARYINSTITUTIONS

PART I:

General information: Please tick {√} in the appropriate box against the option that is applicable to you

Status:

1. University Woodwork Technology Education Lecturer [ ]
2. College of Education Woodwork Technology Education Lecturer [ ]

Indicate your level of agreement on innovative work behaviour and organization frustration among woodwork lecturers in tertiary institution in North-Central, Nigeria using:

Strongly Agree ~SA = (4)
Agree ~ A, = (3)
Disagree ~ D = (2)
Strongly Disagree ~ SD = (1)

PART II

Research Question 1: What are the innovative work behaviours among woodwork technology education lecturers in tertiary institution?

	Innovative work behaviour of lecturers:	**RESPONSE**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1.	Woodwork technology lecturers are curious/inquisitive and love to explore new ideas				
2.	They are compassionate towards students				
3.	They are highly committed to their jobs and to life-long learning				
4.	Lectures possess collaborative skills and actively take initiatives in working with their colleagues				
5.	They are open to new ideas				
6.	They are highly creative and nurtures the creativity of their students				
7.	Have good relationship with the students				
8.	They are skillful in innovative teaching strategies				
9.	They motivates students and create room for their empowerment				
10.	They possess stable value judgment				
11.	They possess good observation skills that helps them become an effective tutors.				
12.	Have ability to get agreement to test and develop ideas				
13.	They respond well to change				
14.	Lecturers are well connected to the world around them and to the needs of their students				

15.	They are courageous to cope and adapt to many challenges of change				
16.	They have strong communication skills with management and students				
17.	Good and effective speaking and strong presentation skills				
18.	They have high level of subject matter expert				
19.	They possess effective time management skills				
20.	They are always positive and passionate about teaching				
21.	They have ability to perceive and manage their own and their student's emotion				
22.	They possess ability to be able to deal with conflict at work place				
23.	They are accessible and approachable to students				
24.	They have natural or self-motivated reward strategies				

Research Question 2: What are the methods for improving innovative work behavior among woodwork technology education lecturers in tertiary institution?

	Strategies for improving innovative work behavior among lecturers:	**RESPONSE**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1.	Management should implement necessary innovative changes in their organizations				
2.	Managing and leading those change projects effectively by the leader				
3.	Developing strategies for encouraging team working between lecturers				
4.	Improving employees proficiency and productivity				
5.	Enhancing the digital work experience in an organization				
6.	Making an organizational change plan to suit innovation				
7.	Creating system of accountability in an organization				
8.	Management should support the innovativeness of their lecturers				
9.	Appointing manager who must develop process to encourage and guide the changes taking place in the organization				
10.	Increasing networking by the management				
11.	Improving employees experience				
12.	Provision of physical resources that are of innovative nature				
13.	Training and developing innovative work behaviour among organization manager				
14.	Creating high commitment work system				
15.	Motivation of lecturers should be encourage by the management				
16.	Management should create room for training and re-training programs for lecturers				
17.	Appointing transformational leaders				
18.	Having a good organization structure and size				
19.	Having a good organization support to the lecturers				

20.	Creating meaningful organization condition				
21.	Creating a sense of community among lecturers				
22.	Creating organizational reward and good working condition				
23.	Provision of favourable work environment				

Research Question 3: What are the symptoms of organizational frustrations among woodwork technology education lecturers in tertiary institution?

	Indicate the extent to which you agree with the statement as symptoms of organizational frustration exhibited by lecturers:	**RESPONSES**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1	Becoming bored with the job				
2	Lack of physical energy				
3	Failing to properly plan or prepare lessons/lecture note				
4	No longer caring about student discipline and classroom management				
5	Increasingly having a negative attitude toward school				
6	Lowering standards for students and self				
7	Not having any close colleagues to vent or confide in				
8	Feeling anxiety about going to work				
9	Consistently feeling overwhelmed by workload				
10	Not understanding students				
11	Feeling irritable and quick to anger				
12	No desire to attend social gatherings				
13	Change in appetite				
14	Chronic fatigue or exhaustion				
15	Increased complaints				
16	Lack of emotional energy				
17	Inability to relate with students				
18	Poor relationship with colleagues				
19	Poor mental health				
20	Increasingly having a negative attitude toward students				

Research Question 4: What are the causes of organizational frustration among woodwork technology education lecturers in tertiary institution?

	Causes of organizational frustration among lecturers:	**RESPONSE**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1.	Lack of investment on lecturer growth				
2.	Lack of appreciation form the organization				
3.	Tasking promotion guidelines for all				
4.	Lack of inspiration of purpose to all				
5.	Lack of reward for collaboration				

6.	Lack of environment for innovation				
7.	Lack of good working conditions				
8.	Management directives not marching their capabilities				
9.	Poor feedback system				
10.	Lack of encouragement of unproven ideas				
11.	Lecturers refusal to accept innovation				
12.	Lectures not knowing what is expected of them				
13.	Unclear relationship between lecturers and students				
14.	Lecturers role inconsistencies				
15.	Limited resources for teaching woodwork technology				
16.	Lecturers personal background				
17.	Lecturers status				
18.	Lack of common goal in organization				
19.	Leakage of information to an authorized persons				
20.	When team work is not encouraged				

Research Question 5: What are the impacts of organization frustration among woodwork technology education lecturers on the performance of students in tertiary institutions?

	Effects of organization frustration of lecturers on student performance:	**RESPONSE**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1.	Lower their academic performance				
2.	Lower self-efficacy levels				
3.	Poor learning retention				
4.	Students developmental potential is being reduced				
5.	Develop negative attitude towards school and learning				
6.	Students lack confidence within them selves				
7.	It causes low self-esteem				
8.	Lead to students becoming with drawn				
9.	Precipitous drop in grade of students				
10.	Students feel worthless within themselves				
11.	It hinder students development to be motivated				
12.	The lack of innovative behavior				
13.	The lack appropriate skills				
14.	Student’s perform poor in practical project				
15.	The lack innovative skills				
16.	They become less motivated				
17.	Students engagement level becomes poor				
18.	Reduction in their verbal ability				
19.	It lowers long term outcomes				

20.	It affect their cognitive growth negatively				
21.	Difficulties in learning				

Research Question 6: What are the strategies for reducing organizational frustration among woodwork technology education lecturers in tertiary institution?

	Strategies for improving organizational frustration:	**RESPONSE**			
S/N	**ITEM STATEMENT**	**SA**	**A**	**D**	**SD**
1.	Re-furnish the human resources management policies				
2.	Appoint manager with soft-skills and good communication skills				
3.	Implement team building activities				
4.	Create environment that encourages participation				
5.	Career growth should be provided				
6.	Improve on personal emotion				
7.	Provide communication skilled training				
8.	Treat everyone fairly				
9.	Make sure employees are clear about organizational goals and priorities				
10.	Provide third party conflict mediation services				
11.	Provide conflict mediation training for leaders				
12.	Help lecturers develop positive work relationship				
13.	provide conflict resolution training				
14.	Provide innovative tasks				
15.	Good supervisor-Coworker relationship				
16.	Reward and recognition programmes				
17.	Select right employees for empowerment				
18.	Train employees to make sound decisions and work closely with other				
19.	Communicate expectations to service employees clearly				
20.	Changes their behaviour to create and empowered work environment				
21.	Change the patterns that promote needless frustration				
22.	Suggestions of employees taken into account				
23.	No job overlapping at workplace				
24.	Appoint mangers who create favourable environment in the work place				
25.	Higher a digital manger				
26.	Enhancing the digital work experience				
27.	Improving employees proficiency and productive				
28.	Digital adaption				
29.	Clearly defined goal				

APPENDIX B

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

Department of Industrial and Technology Education,
Federal University of Technology Minna,
Niger State.
13th June, 2021.

.....

.....

.....

Dear Sir,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

The researcher is a postgraduate student in the above named Department and University, currently undertaking a research aimed at ascertaining innovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria.

Attached herewith is a draft copy of the questionnaire designed for this study. You are please requested to: vet the items for clarity of instructions and content coverage. Please feel free to suggest corrections as may be necessary to improve this instrument.

Your contribution to this work is highly appreciated.

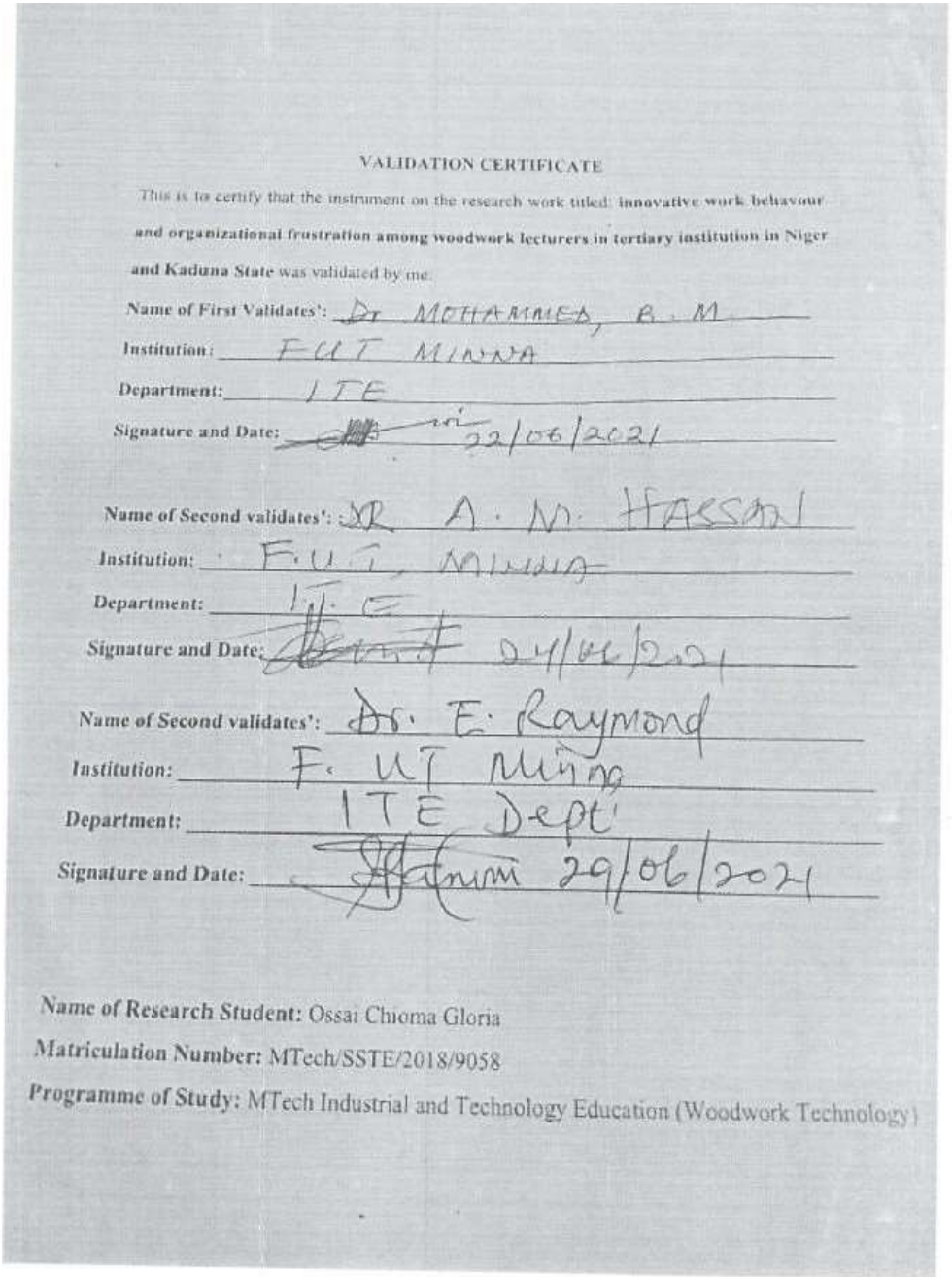
Yours faithfully,

OSSAI, Chioma Gloria

MTech/SSTE/2018/9058

APPENDIX C

VALIDATION CERTIFICATE



VALIDATION CERTIFICATE

This is to certify that the instrument on the research work titled: **innovative work behaviour and organizational frustration among woodwork lecturers in tertiary institution in Niger and Kaduna State** was validated by me.

Name of First Validates': Dr MOHAMMED, B. M

Institution: FUT MINNA

Department: ITE

Signature and Date: 22/06/2021

Name of Second validates': DR A. N. HASSAN

Institution: F.U.T, MINNA

Department: I.T.E

Signature and Date: 24/06/2021

Name of Second validates': Dr. E. Raymond

Institution: F. UT Minna

Department: ITE Dept

Signature and Date: 29/06/2021

Name of Research Student: Ossai Chioma Gloria

Matriculation Number: MTech/SSTE/2018/9058

Programme of Study: MTech Industrial and Technology Education (Woodwork Technology)

APPENDIX D

ANALYSIS

Research question 1

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Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Woodwork technology lecturers are curious/inquisitive and love to explore new ideas	31	3.00	4.00	3.6129	.49514
They are compassionate towards students	31	3.00	4.00	3.1935	.40161
They are highly committed to their jobs and to life-long learning	31	3.00	4.00	3.6774	.47519
Lectures possess collaborative skills and actively take initiatives in working with their colleagues	31	3.00	4.00	3.0323	.17961
They are open to new ideas	31	3.00	4.00	3.3871	.49514
They are highly creative and nurtures the creativity of their students	31	3.00	4.00	3.0968	.30054
Have good relationship with the students	31	3.00	4.00	3.7419	.44480
They are skillful in innovative teaching strategies	31	3.00	4.00	3.8065	.40161
They motivates students and create room for their empowerment	31	3.00	4.00	3.0968	.30054
They possess stable value judgment	31	3.00	4.00	3.7742	.42502
They possess good observation skills that helps them become an effective tutors.	31	3.00	4.00	3.4516	.50588

Have ability to get agreement to test and develop ideas	31	3.00	4.00	3.4194	.50161
They respond well to change	31	3.00	4.00	3.6129	.49514
Lecturers are well connected to the world around them and to the needs of their students	31	3.00	4.00	3.5806	.50161
They are courageous to cope and adapt to many challenges of change	31	3.00	4.00	3.5161	.50800
They have strong communication skills with management and students	31	3.00	4.00	3.5161	.50800
Good and effective speaking and strong presentation skills	31	3.00	4.00	3.4516	.50588
They have high level of subject matter expert	31	3.00	4.00	3.4194	.50161
They possess effective time management skills	31	3.00	4.00	3.5806	.50161
They are always positive and passionate about teaching	31	3.00	4.00	3.6774	.47519
They have ability to perceive and manage their own and their student's emotion	31	2.00	4.00	3.6452	.55066
They possess ability to be able to deal with conflict at work place	31	3.00	4.00	3.4194	.50161
They are accessible and approachable to students	31	3.00	4.00	3.7742	.42502
They have natural or self-motivated reward strategies	31	3.00	4.00	3.4194	.50161
Valid N (listwise)	31				

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Descriptive Statistics

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Woodwork technology lecturers are curious/inquisitive and love to explore new ideas	13	3.00	4.00	3.9231	.27735
They are compassionate towards students	13	3.00	4.00	3.8462	.37553
They are highly committed to their jobs and to life-long learning	13	3.00	4.00	3.2308	.43853
Lectures possess collaborative skills and actively take initiatives in working with their colleagues	13	3.00	4.00	3.5385	.51887
They are open to new ideas	13	3.00	4.00	3.9231	.27735
They are highly creative and nurtures the creativity of their students	13	3.00	4.00	3.6154	.50637
Have good relationship with the students	13	3.00	4.00	3.6923	.48038
They are skillful in innovative teaching strategies	13	4.00	4.00	4.0000	.00000
They motivates students and create room for their empowerment	13	3.00	4.00	3.2308	.43853
They possess stable value judgment	13	3.00	4.00	3.6923	.48038
They possess good observation skills that helps them become an effective tutors.	13	3.00	4.00	3.6154	.50637
Have ability to get agreement to test and develop ideas	13	3.00	4.00	3.4615	.51887
They respond well to change	13	3.00	4.00	3.8462	.37553
Lecturers are well connected to the world around them and to the needs of their students	13	4.00	4.00	4.0000	.00000
They are courageous to cope and adapt to many challenges of change	13	3.00	4.00	3.7692	.43853

They have strong communication skills with management and students	13	3.00	4.00	3.8462	.37553
Good and effective speaking and strong presentation skills	13	3.00	4.00	3.5385	.51887
They have high level of subject matter expert	13	3.00	4.00	3.6923	.48038
They possess effective time management skills	13	3.00	4.00	3.6154	.50637
They are always positive and passionate about teaching	13	4.00	4.00	4.0000	.00000
They have ability to perceive and manage their own and their student's emotion	13	3.00	4.00	3.0769	.27735
They possess ability to be able to deal with conflict at work place	13	3.00	4.00	3.8462	.37553
They are accessible and approachable to students	13	3.00	4.00	3.6923	.48038
They have natural or self-motivated reward strategies	13	4.00	4.00	4.0000	.00000
Valid N (list wise)	13				

Research question 2

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	N	Minimum	Maximum	Mean	Std. Deviation
Management should implement necessary innovative changes in their organizations	31	3.00	4.00	3.3226	.47519
Managing and leading those change projects effectively by the leader	31	2.00	4.00	3.5161	.72438
Developing strategies for encouraging team working between lecturers	31	2.00	4.00	3.0000	1.00000
Improving employees proficiency and productivity	31	3.00	3.00	3.0000	.00000
Enhancing the digital work experience in an organization	31	2.00	4.00	3.6452	.70938
Making an organizational change plan to suit innovation	31	3.00	4.00	3.3871	.49514

Creating system of accountability in an organization	31	3.00	4.00	3.3871	.49514
Management should support the innovativeness of their lecturers	31	3.00	4.00	3.6129	.49514
Appointing manager who must develop process to encourage and guide the changes taking place in the organization	31	3.00	3.00	3.0000	.00000
Increasing networking by the management	31	3.00	4.00	3.9355	.24973
Improving employees experience	31	3.00	4.00	3.2581	.44480
Provision of physical resources that are of innovative nature	31	4.00	4.00	4.0000	.00000
Training and developing innovative work behaviour among organization manager	31	2.00	4.00	2.9677	.54674
Creating high commitment work system	31	3.00	3.00	3.0000	.00000
Motivation of lecturers should be encourage by the management	31	3.00	4.00	3.3226	.47519
Management should create room for training and re-training programs for lecturers	31	3.00	4.00	3.4516	.50588
Appointing transformational leaders	31	3.00	3.00	3.0000	.00000
Having a good organization structure and size	31	3.00	4.00	3.1613	.37388
Having a good organization support to the lecturers	31	3.00	4.00	3.4516	.50588
Creating meaningful organization condition	31	3.00	4.00	3.0323	.17961
Creating a sense of community among lecturers	31	3.00	4.00	3.5161	.50800
Creating organizational reward and good working condition	31	3.00	4.00	3.0323	.17961
Provision of favourable work environment	31	3.00	4.00	3.5484	.50588
Valid N (list wise)	31				

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	N	Minimum	Maximum	Mean	Std. Deviation
Management should implement necessary innovative changes in their organizations	13	3.00	4.00	3.6154	.50637
Managing and leading those change projects effectively by the leader	13	3.00	4.00	3.3846	.50637
Developing strategies for encouraging team working between lecturers	13	3.00	4.00	3.6923	.48038
Improving employees proficiency and productivity	13	3.00	4.00	3.8462	.37553
Enhancing the digital work experience in an organization	13	3.00	4.00	3.3846	.50637
Making an organizational change plan to suit innovation	13	3.00	4.00	3.9231	.27735
Creating system of accountability in an organization	13	3.00	4.00	3.3077	.48038
Management should support the innovativeness of their lecturers	13	3.00	4.00	3.3846	.50637
Appointing manager who must develop process to encourage and guide the changes taking place in the organization	13	3.00	4.00	3.6923	.48038
Increasing networking by the management	13	3.00	4.00	3.4615	.51887
Improving employees experience	13	3.00	4.00	3.7692	.43853
Provision of physical resources that are of innovative nature	13	3.00	4.00	3.7692	.43853
Training and developing innovative work behaviour among organization manager	13	3.00	4.00	3.3846	.50637
Creating high commitment work system	13	3.00	4.00	3.3846	.50637

Motivation of lecturers should be encourage by the management	13	2.00	4.00	3.6923	.75107
Management should create room for training and re-training programs for lecturers	13	2.00	4.00	3.2308	.92681
Appointing transformational leaders	13	3.00	4.00	3.2308	.43853
Having a good organization structure and size	13	3.00	4.00	3.3846	.50637
Having a good organization support to the lecturers	13	3.00	4.00	3.3846	.50637
Creating meaningful organization condition	13	3.00	4.00	3.3077	.48038
Creating a sense of community among lecturers	13	3.00	4.00	3.6923	.48038
Creating organizational reward and good working condition	13	3.00	4.00	3.0769	.27735
Provision of favourable work environment	13	2.00	4.00	3.1538	.68874
Valid N (list wise)	13				

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Descriptive Statistics

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Becoming bored with the job	31	3.00	4.00	3.2581	.44480
Lack of physical energy	31	3.00	4.00	3.3871	.49514
Failing to properly plan or prepare lessons/lecture note	31	3.00	4.00	3.7097	.46141
No longer caring about student discipline and classroom management	31	3.00	4.00	3.6129	.49514
Increasingly having a negative attitude toward school	31	3.00	4.00	3.8710	.34078
Lowering standards for students and self	31	3.00	4.00	3.1290	.34078

Not having any close colleagues to vent or confide in	31	3.00	4.00	3.7097	.46141
Feeling anxiety about going to work	31	3.00	4.00	3.1290	.34078
Consistently feeling overwhelmed by workload	31	3.00	4.00	3.8065	.40161
Not understanding students	31	3.00	4.00	3.2258	.42502
Feeling irritable and quick to anger	31	3.00	4.00	3.2258	.42502
No desire to attend social gatherings	31	3.00	4.00	3.7419	.44480
Change in appetite	31	3.00	4.00	3.5484	.50588
Chronic fatigue or exhaustion	31	3.00	4.00	3.8387	.37388
Increased complaints	31	3.00	4.00	3.5806	.50161
Lack of emotional energy	31	3.00	4.00	3.7097	.46141
Inability to relate with students	31	2.00	4.00	3.3226	.83215
Poor relationship with colleagues	31	3.00	4.00	3.8387	.37388
Poor mental health	31	2.00	4.00	3.2258	.49730
Increasingly having a negative attitude toward students	31	3.00	4.00	3.1613	.37388
Valid N (list wise)	31				

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Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Becoming bored with the job	13	3.00	4.00	3.4615	.51887
Lack of physical energy	13	3.00	4.00	3.2308	.43853
Failing to properly plan or prepare lessons/lecture note	13	3.00	4.00	3.5385	.51887
No longer caring about student discipline and classroom management	13	3.00	4.00	3.2308	.43853
Increasingly having a negative attitude toward school	13	3.00	4.00	3.8462	.37553

Lowering standards for students and self	13	3.00	4.00	3.9231	.27735
Not having any close colleagues to vent or confide in	13	3.00	4.00	3.9231	.27735
Feeling anxiety about going to work	13	3.00	4.00	3.9231	.27735
Not understanding students	13	3.00	4.00	3.4615	.51887
Consistently feeling overwhelmed by workload	13	3.00	4.00	3.4615	.51887
Feeling irritable and quick to anger	13	4.00	4.00	4.0000	.00000
No desire to attend social gatherings	13	2.00	4.00	3.4615	.77625
Change in appetite	13	3.00	4.00	3.9231	.27735
Chronic fatigue or exhaustion	13	3.00	4.00	3.9231	.27735
Increased complaints	13	3.00	4.00	3.8462	.37553
Lack of emotional energy	13	3.00	4.00	3.7692	.43853
Inability to relate with students	13	3.00	4.00	3.7692	.43853
Poor relationship with colleagues	13	4.00	4.00	4.0000	.00000
Poor mental health	13	3.00	4.00	3.4615	.51887
Increasingly having a negative attitude toward students	13	2.00	4.00	3.6923	.63043
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Research question 4

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Descriptive Statistics

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Lack of investment on lecturer growth	31	2.00	4.00	3.3226	.70176
Lack of appreciation form the organization	31	2.00	4.00	3.3871	.91933
Tasking promotion guidelines for all	31	2.00	3.00	2.6452	.48637
Lack of inspiration of purpose to all	31	2.00	4.00	3.0645	.96386

Lack of reward for collaboration	31	3.00	4.00	3.8387	.37388
Lack of environment for innovation	31	3.00	4.00	3.8065	.40161
Lack of good working conditions	31	2.00	4.00	3.5161	.76902
Management directives not marching their capabilities	31	3.00	4.00	3.3226	.47519
Poor feedback system	31	2.00	4.00	3.3226	.90874
Lack of encouragement of unproven ideas	31	2.00	4.00	2.9032	.78972
Lecturers refusal to accept innovation	31	2.00	4.00	3.3548	.95038
Lectures not knowing what is expected of them	31	2.00	4.00	2.4839	.72438
Unclear relationship between lecturers and students	31	2.00	4.00	3.1935	.74919
Lecturers role inconsistencies	31	3.00	4.00	3.8065	.40161
Limited resources for teaching woodwork technology	31	2.00	4.00	2.8387	.68784
Lecturers personal background	31	2.00	4.00	3.0968	.74632
Lecturers status	31	2.00	4.00	2.7742	.71692
Lack of common goal in organization	31	2.00	4.00	3.1935	.83344
Leakage of information to an authorized persons	31	3.00	4.00	3.9032	.30054
When team work is not encouraged	31	3.00	4.00	3.9355	.24973
Valid N (list wise)	31				

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Descriptive

Descriptive Statistics

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Lack of investment on lecturer growth	13	4.00	4.00	4.0000	.00000
Lack of appreciation form the organization	13	3.00	4.00	3.0769	.27735
Tasking promotion guidelines for all	13	3.00	4.00	3.7692	.43853
Lack of inspiration of purpose to all	13	2.00	4.00	3.3077	.75107
Lack of reward for collaboration	13	3.00	4.00	3.7692	.43853
Lack of environment for innovation	13	4.00	4.00	4.0000	.00000
Lack of good working conditions	13	3.00	4.00	3.6154	.50637
Management directives not marching their capabilities	13	3.00	4.00	3.2308	.43853
Poor feedback system	13	3.00	3.00	3.0000	.00000
Lack of encouragement of unproven ideas	13	3.00	4.00	3.3077	.48038
Lecturers refusal to accept innovation	13	4.00	4.00	4.0000	.00000
Lectures not knowing what is expected of them	13	3.00	4.00	3.6154	.50637
Unclear relationship between lecturers and students	13	3.00	4.00	3.1538	.37553
Lecturers role inconsistencies	13	3.00	4.00	3.4615	.51887
Limited resources for teaching woodwork technology	13	3.00	4.00	3.3077	.48038
Lecturers personal background	13	3.00	4.00	3.9231	.27735
Lecturers status	13	3.00	4.00	3.4615	.51887
Lack of common goal in organization	13	3.00	4.00	3.3846	.50637
Leakage of information to an authorized persons	13	3.00	4.00	3.5385	.51887
When team work is not encouraged	13	3.00	4.00	3.9231	.27735
Valid N (list wise)	13				

Research question 5

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COE97 COE98 COE99
  COE100 COE101 COE102 COE103 COE104 COE105 COE106 COE107 COE108
 /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Lower their academic performance	31	3.00	4.00	3.9677	.17961
Lower self-efficacy levels	31	3.00	4.00	3.2581	.44480
Poor learning retention	31	3.00	4.00	3.8710	.34078
Students developmental potential is being reduced	31	3.00	4.00	3.9677	.17961
Develop negative attitude towards school and learning	31	3.00	4.00	3.5484	.50588
Students lack confidence within them selves	31	3.00	4.00	3.5806	.50161
It causes low self-esteem	31	3.00	4.00	3.7097	.46141
Lead to students becoming with drawn	31	3.00	4.00	3.7097	.46141
Precipitous drop in grade of students	31	3.00	4.00	3.2903	.46141
Students feel worthless within themselves	31	3.00	4.00	3.8065	.40161
It hinder students development to be motivated	31	3.00	4.00	3.8065	.40161
The lack of innovative behavior	31	3.00	4.00	3.4516	.50588
The lack appropriate skills	31	3.00	4.00	3.2258	.42502
Student’s perform poor in practical project	31	3.00	4.00	3.6452	.48637
The lack innovative skills	31	2.00	4.00	3.5161	.76902
They become less motivated	31	3.00	4.00	3.7097	.46141
Students engagement level becomes poor	31	3.00	4.00	3.9677	.17961
Reduction in their verbal ability	31	4.00	4.00	4.0000	.00000
It lowers long term outcomes	31	2.00	4.00	3.8065	.47745
It affect their cognitive growth negatively	31	3.00	4.00	3.9032	.30054

Difficulties in learning	31	4.00	4.00	4.0000	.00000
Valid N (list wise)	31				

```
DESCRIPTIVES VARIABLES=UNIV88 UNIV89 UNIV90 UNIV91 UNIV92 UNIV93 UMIV94
UNIV95 UNIV96 UNIV97 UNIV98
   UNIV99 UNIV100 UNIV101 UNIV102 UNIV103 UNIV104 UNIV105 UNIV106 UNIV107
UNIV108
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Lower their academic performance	13	3.00	4.00	3.6923	.48038
Lower self-efficacy levels	13	3.00	4.00	3.6923	.48038
Poor learning retention	13	3.00	4.00	3.8462	.37553
Students developmental potential is being reduced	13	4.00	4.00	4.0000	.00000
Develop negative attitude towards school and learning	13	3.00	4.00	3.5385	.51887
Students lack confidence within them selves	13	3.00	4.00	3.7692	.43853
It causes low self-esteem	13	3.00	4.00	3.7692	.43853
Lead to students becoming with drawn	13	3.00	4.00	3.6923	.48038
Precipitous drop in grade of students	13	3.00	4.00	3.6923	.48038
Students feel worthless within themselves	13	3.00	4.00	3.9231	.27735
It hinder students development to be motivated	13	3.00	4.00	3.8462	.37553
The lack of innovative behavior	13	3.00	4.00	3.9231	.27735
The lack appropriate skills	13	3.00	4.00	3.5385	.51887
Student’s perform poor in practical project	13	3.00	4.00	3.6923	.48038
The lack innovative skills	13	3.00	4.00	3.6923	.48038
They become less motivated	13	3.00	4.00	3.6154	.50637
Students engagement level becomes poor	13	3.00	4.00	3.8462	.37553
Reduction in their verbal ability	13	3.00	4.00	3.5385	.51887

It lowers long term outcomes	13	3.00	4.00	3.6923	.48038
It affect their cognitive growth negatively	13	3.00	4.00	3.7692	.43853
Difficulties in learning	13	3.00	4.00	3.9231	.27735
Valid N (list wise)	13				

Research question 6
DESCRIPTIVES VARIABLES=COE109 COE110 COE111 COE112 COE113 COE114 COE115 COE116 COE117 COE118 C0E119
C0E120 COE121 COE122 COE123 COE124 COE125 COE126 COE127 COE128 COE129 C0E130 COE131 COE132 COE133
COE134 COE135 COE136 COE137
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Re-furnish the human resources management policies	31	3.00	4.00	3.9677	.17961
Appoint manager with soft-skills and good communication skills	31	4.00	4.00	4.0000	.00000
Implement team building activities	31	3.00	4.00	3.7742	.42502
Create environment that encourages participation	31	2.00	4.00	3.7097	.64258
Career growth should be provided	31	3.00	4.00	3.9677	.17961
Improve on personal emotion	31	3.00	4.00	3.9677	.17961
Provide communication skilled training	31	2.00	4.00	3.7742	.49730
Treat everyone fairly	31	3.00	4.00	3.3226	.47519
Make sure employees are clear about organizational goals and priorities	31	3.00	4.00	3.9355	.24973
Provide third party conflict mediation services	31	3.00	4.00	3.2903	.46141
Provide conflict mediation training for leaders	31	3.00	4.00	3.4839	.50800
Help lecturers develop positive work relationship	31	2.00	4.00	3.5806	.76482
provide conflict resolution training	31	3.00	4.00	3.6452	.48637
Provide innovative tasks	31	3.00	4.00	3.4194	.50161

Good supervisor-Coworker relationship	31	3.00	4.00	3.8710	.34078
Reward and recognition programmes	31	3.00	4.00	3.7742	.42502
Select right employees for empowerment	31	2.00	4.00	3.6452	.66073
Train employees to make sound decisions and work closely with other	31	2.00	4.00	3.9032	.39622
Communicate expectations to service employees clearly	31	4.00	4.00	4.0000	.00000
Changes their behaviour to create and empowered work environment	31	3.00	4.00	3.9355	.24973
Change the patterns that promote needless frustration	31	4.00	4.00	4.0000	.00000
Suggestions of employees taken into account	31	4.00	4.00	4.0000	.00000
No job overlapping at workplace	31	3.00	4.00	3.2258	.42502
Appoint mangers who create favourable environment in the work place	31	4.00	4.00	4.0000	.00000
Higher a digital manger	31	4.00	4.00	4.0000	.00000
Enhancing the digital work experience	31	3.00	4.00	3.5484	.50588
Improving employees proficiency and productive	31	3.00	4.00	3.8387	.37388
Digital adaption	31	3.00	4.00	3.8710	.34078
Clearly defined goal	31	3.00	4.00	3.9677	.17961
Valid N (list wise)	31				

```
DESCRIPTIVES VARIABLES=UNIV109 UNIV110 UNIV111 UNIV112 UNIV113 UNIV114
UNIV115 UNIV116 UNIV117
  UNIV118 UNV119 UNIV120 UNIV121 UNIV122 UNIV123 UNI124 UNIV125 UNIV126 UNIV127
UNIV128 UNIV129
  UNIV130 UNIV131 UNIV132 UNI133 UNIV134 UNIV135 UNI136 UNIV137
 /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Re-furnish the human resources management policies	13	3.00	4.00	3.7692	.43853
Appoint manager with soft-skills and good communication skills	13	4.00	4.00	4.0000	.00000
Implement team building activities	13	3.00	4.00	3.7692	.43853
Create environment that encourages participation	13	3.00	4.00	3.9231	.27735
Career growth should be provided	13	3.00	4.00	3.8462	.37553
Improve on personal emotion	13	3.00	4.00	3.9231	.27735
Provide communication skilled training	13	3.00	4.00	3.9231	.27735
Treat everyone fairly	13	4.00	4.00	4.0000	.00000
Make sure employees are clear about organizational goals and priorities	13	3.00	4.00	3.6923	.48038
Provide third party conflict mediation services	13	3.00	4.00	3.9231	.27735
Provide conflict mediation training for leaders	13	3.00	4.00	3.6154	.50637
Help lecturers develop positive work relationship	13	3.00	4.00	3.9231	.27735
provide conflict resolution training	13	3.00	4.00	3.9231	.27735
Provide innovative tasks	13	4.00	4.00	4.0000	.00000
Good supervisor-Coworker relationship	13	3.00	4.00	3.9231	.27735
Reward and recognition programmes	13	4.00	4.00	4.0000	.00000
Select right employees for empowerment	13	4.00	4.00	4.0000	.00000
Train employees to make sound decisions and work closely with other	13	4.00	4.00	4.0000	.00000
Communicate expectations to service employees clearly	13	3.00	4.00	3.9231	.27735

Changes their behaviour to create and empowered work environment	13	4.00	4.00	4.0000	.00000
Change the patterns that promote needless frustration	13	4.00	4.00	4.0000	.00000
Suggestions of employees taken into account	13	4.00	4.00	4.0000	.00000
No job overlapping at workplace	13	4.00	4.00	4.0000	.00000
Appoint mangers who create favourable environment in the work place	13	4.00	4.00	4.0000	.00000
Higher a digital manger	13	3.00	4.00	3.9231	.27735
Enhancing the digital work experience	13	4.00	4.00	4.0000	.00000
Improving employees proficiency and productive	13	3.00	4.00	3.6154	.50637
Digital adaption	13	4.00	4.00	4.0000	.00000
Clearly defined goal	13	4.00	4.00	4.0000	.00000
Valid N (list wise)	13				

HYPOTHESES ONE

```
GET
  FILE='C:\Users\user\Documents\CHIOMA ANALYSIS COE.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
GET
  FILE='C:\Users\user\Documents\CHIOMA ANALYSIS RESULT.sav'.
DATASET NAME DataSet2 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
COMPUTE
MEAN1=MEAN(COE1,COE2,COE3,COE4,COE5,COE6,COE7,COE8,COE9,COE10,COE11,COE12,C
OE13,COE14,COE15,
    COE16,COE17,COE18,COE19,COE20,COE21,COE22,COE23,COE24).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
  /MISSING=ANALYSIS
  /VARIABLES=MEAN1
  /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\user\Documents\CHIOMA ANALYSIS COE. sav

Group Statistics

	NAMEOFCATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN1	COELECT	31	3.4960	.08630	.01550
	UNIVERLEC	13	3.6955	.05482	.01520

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN1	Equal variances assumed	4.490	.040	-7.683	42	.000	-.19955	.02597	-.25196	-.14713
	Equal variances not assumed			-9.191	34.851	.000	-.19955	.02171	-.24363	-.15546

HYPOTHESES TWO

```
COMPUTE MEAN2= MEAN (COE25, COE26, COE27, COE28, COE29, COE30, COE31, COE32,
COE33, COE34, COE35, COE36, COE37,
 COE38, COE39, COE40, COE41, COE42, COE43, COE44, COE45, COE46, COE47).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
  /MISSING = ANALYSIS
  /VARIABLES = MEAN2
  /CRITERIA = CI(.95).
```

T-Test

Group Statistics

	NAMEOFCATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN2	COELECT	31	3.3282	.05246	.00942
	UNIVERLEC	13	3.4849	.14620	.04055

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN2	Equal variances assumed	12.034	.001	-5.280	42	.000	-.15676	.02969	-.21667	-.09684
	Equal variances not assumed			-3.766	13.315	.002	-.15676	.04163	-.24648	-.06704

HYPOTHESES THREE

COMPUTE MEAN3 = MEAN (COE48, COE49, COE50, COE51, COE52,COE53, COE54,COE55, COE56, COE57, COE58, COE59, COE60, COE61, COE62, COE63, COE64, COE65, COE66, COE67).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
/MISSING=ANALYSIS
/VARIABLES=MEAN3
/CRITERIA=CI (.95).

T-Test

Group Statistics

	NAMEOFCATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN3	COELECT	31	3.5016	.13322	.02393
	UNIVERLEC	13	3.6923	.09541	.02646

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN3	Equal variances assumed	.415	.523	-4.669	42	.000	-.19069	.04084	-.27312	-.10827

	Equal variances not assumed			-5.345	31.280	.000	-.19069	.03567	-.26343	-.11796

HYPOTHESES FOUR
DATASET ACTIVATE DataSet1.

SAVE OUTFILE='C:\Users\user\Documents\CHIOMA ANALYSIS COE. sav'
/COMPRESSED.
COMPUTE MEAN4= MEAN (COE68, COE69,COE70, COE71, COE72, COE73, COE74, COE75, COE76, COE77, COE78, COE79, COE80, COE81,COE82,COE83,COE84,COE85,COE86,COE87).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
/MISSING=ANALYSIS
/VARIABLES=MEAN4
/CRITERIA=CI(.95).

T-Test

Group Statistics

	NAMEOFCATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN4	COELECT	31	3.2855	.10503	.01886
	UNIVERLEC	13	3.5423	.06405	.01776

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN4	Equal variances assumed	2.046	.160	-8.169	42	.000	-.25682	.03144	-.32027	-.19338
	Equal variances not assumed			-9.911	36.008	.000	-.25682	.02591	-.30938	-.20427

HYPOTHESES FIVE

```
COMPUTE
MEAN5=MEAN(COE88,COE89,COE90,COE91,COE92,COE93,COE94,COE95,COE96,COE97,COE9
8,COE99,COE100, COE101, COE102, COE103, COE104, COE105, COE106, COE107, COE108).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
 /MISSING=ANALYSIS
 /VARIABLES=MEAN5
 /CRITERIA=CI (.95).
```

T-Test

Group Statistics

	NAME OF CATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN5	COELECT	31	3.7020	.12952	.02326
	UNIVERLEC	13	3.7473	.04511	.01251

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN5	Equal variances assumed	11.488	.002	-1.222	42	.229	-.04526	.03704	-.12000	.02949
	Equal variances not assumed			-1.713	41.240	.094	-.04526	.02641	-.09859	.00808

HYPOTHESES SIX

COMPUTE MEAN5= MEAN (CE109, CE110, CE111,CE112, CE113, CE114, CE115, CE116, CE117, CE118, CE119, CE120, CE121, CE122, CE123, CE124, CE125, CE126,CE127, CE128, CE129,CE130, CE131, CE132, CE133, CE134, CE135, CE136, CE137).
EXECUTE. COMPUTE MEAN6= MEAN (CE109, CE110, CE111, CE112, CE113, CE114, CE115, CE116, CE117, CE118, CE119, CE120, CE121, CE122, CE123, CE124, CE125, CE126, CE127, CE128, CE129, CE130, CE131, CE132, CE133, CE134, CE135, CE136, CE137).
EXECUTE.
T-TEST GROUPS=NAME OF CATEGORIES (1 2)
/MISSING=ANALYSIS
/VARIABLES=MEAN6
/CRITERIA=CI (.95).

T-Test

Group Statistics

	NAME OF CATEGORIES	N	Mean	Std. Deviation	Std. Error Mean
MEAN6	COELECT	31	3.7731	.06218	.01117
	UNIVERLEC	13	3.9178	.03865	.01072

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEAN6	Equal variances assumed	4.930	.032	-7.755	42	.000	-.14469	.01866	-.18234	-.10704
	Equal variances not assumed			-9.347	35.470	.000	-.14469	.01548	-.17610	-.11328

APPENDIX E

MANUAL FOR TRAINING RESEARCH ASSISTANTS

Introduction: this template is designed to guide research assistants on the administration and retrieval of research instrument (questionnaire) on work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria.

Administration of questionnaire: Is the process of collecting quantitative data that involves issuing questionnaire to the respondents

Guidelines on the administration of questionnaire:

1. Introduce yourself as a research assistant
2. Ensure that the recipient is among the targeted respondents
3. Give the questionnaire to the respondents
4. Ensure that the questionnaire is delivered to the respondents through hand delivery mode
5. Do not assign another person to deliver the questionnaire to the respondents

Retrieval of questionnaire: Is the process of collecting quantitative data that involves collecting the administered questionnaire from the respondents

Guidelines on the retrieval of questionnaire:

1. Introduce yourself as a research assistant
2. Request for the completed questionnaire
3. Collect the completed questionnaire
4. Package the completed questionnaire
5. Ensure that the questionnaires are in good condition