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

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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. Two research question and two null hypotheses guided the study. A descriptive survey research design was adopted for the study. The study was conducted in all the tertiary institution offering woodwork technology education in North-central Nigeria. The total population of the study is 44 respondents which comprises of 31 woodwork technology lecturers from college of education and 13 from universities in North-central Nigeria. A structured questionnaire title "Questionnaire on Innovative Work Behaviour and Organizational Frustration among Woodwork Technology Education Lecturers in Tertiary Institutions" validated by three experts from Department of Industrial and Technology Education, Federal University of Technology Minna. The reliability coefficient of the instrument was determined to be 0.85 through Cronbach Alpha Statistics. Mean and standard deviations were used to answer two research questions and two null hypotheses formulated for the study were tested at 0.05 level of significances using z-test statistics. The findings among others revealed that woodwork technology lecturers are curious/inquisitive and love to explore new ideas, they are highly committed to their jobs and to life-long learning, lectures possess collaborative skills and actively take initiatives in working with their colleagues, they are courageous to cope and adapt to many challenges of change which contribute to lecturer innovative work behaviour of woodwork lecturers 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.

Keywords: Tertiary Institution, Technology Education, Woodwork Technology Education, Woodwork Technology Lecturer, Organizational Frustration, Innovative Work Behavior.

Introduction
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, mono-technics and other correspondence institutions. 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 institutions such as woodwork technology education.

Woodwork technology education in tertiary institutions 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 artifacts. Muhammad, Yahaya and Hassan (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. 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 Bachelor 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 general problem facing technology education especially, 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. One of the reasons for the production of unskilled graduate in tertiary institutions is attributed to the attitude of woodwork technology education lecturers.

Woodwork technology education lecturers are 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. According to Nwokolo (2018), the roles of woodwork technology education lecturers are 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 certain 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, Mohammed. and Azlinna (2019) define organizational frustration as a type of psychological distress or a chronic negative psychological condition that results as work stressors on workers such as woodwork technology education lecturers such as lack of physical energy, poor relationship with colleagues, inability to relate with students, feeling irritable and quick to anger mention but a few. It can be seen as the situation that hinders workers' efforts towards the attainment of organizational targeted goals. 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. Hammond, Neff, Farr, Schwall, and Zhao (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 creative in 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. Rutchapong, *Kanon and Idsaratt* (2017) stated that, research has shown that innovative work behavior of lecturers especially in woodwork technology education is 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. Chatchawan, Trichandhara and Rinthaisong (2017) argued that, lack of innovative work behaviour among lecturers 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 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 behavior, reducing

organizational frustration in order to enhance students' academic achievement and attain the goal of tertiary education in Nigeria.

Statement of the Research Problem

The low academic achievement of woodwork technology education students in tertiary institutions may be attributable 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. Chatchawan *et al.* (2017) 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 the realization of the goals of technology education in tertiary institutions in North-Central, Nigeria. However, these consequences could be avoided it adequate empirical information is made available to address the challenge. Hence, this study determined the innovative work behavior that can be observed to cope withorganizational frustration of woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria.

Purpose of the Study

The purpose of the study is to determine;

1. Innovative work behaviours among woodwork technology education lecturers in tertiary institutions.
2. Symptoms of organizational frustration among woodwork technology education lecturers in tertiary institutions.

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

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

Methodology

The research adopted a descriptive survey design to elicit information from woodwork lecturers in tertiary institution in North-Central, Nigeria. Martyn (2019) described descriptive survey 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 was found suitable for the study because it involves the collection of quantitative data that was used to answer a wide range of questions pertaining to a particular population such as woodwork lecturers in tertiary institution in North-Central, Nigeria. Population of the study is 44 subjects which comprises of 31 woodwork technology education lecturers from colleges of education and 13 from universities in the study area. Since the population was of manageable size, the entire population was studied; hence no sampling technique was employed for the study. A structured questionnaire titled: "Questionnaire on Innovative Work Behaviour and Organization Frustration among Woodwork Lecturers in Tertiary Institution (QIWBOFAWLTI) was used to collect data for the study.

The instrument was validated by three experts in the Department of Industrial and Technology Education, Federal University of Technology Minna Niger State. A trial test conducted on eight woodwork technology education lecturers in Kwara and Osun States, Nigeria to determine the reliability coefficient of the instrument using split half reliability method. The Overall reliability coefficient of the instrument was 0.85 Statistical Package for Social Science (SPSS) statistics indicating that the instrument had a high reliability. Mean and standard deviation were used to answer research questions with response options of

Strongly Agree: SA = (4); Agree: A = (3); Disagree: D = (2); and Strongly Disagree: SD = (1) and z-test was used tested the null hypotheses at 0.05 level of significant. If the Significant two tailed value falls below 0.05, the result will be regarded as significant, and if otherwise, it will be regarded as not significant.

Results

Research Question 1

What are the innovative work behaviours among woodwork technology education lecturers in tertiary institutions?

Table 1: Means Responses and Standard Deviations on Innovative Work Behaviours of Woodwork Technology Education Lecturers in Tertiary Institution

S/N	ITEM STATEMENT	X_T	SD_T	R
	Woodwork technology lecturers			
1.	Curious/inquisitive and love to explore new ideas	3.70	0.46	SA
2.	Compassionate towards students	3.39	0.49	A
3.	Highly committed to their jobs and to life -long learning	3.55	0.50	SA
4.	Lectures possess collaborative skills and actively take initiatives in working with their colleagues	3.18	0.39	A
5.	Open to new ideas	3.55	0.50	SA
6.	Highly creative and nurtures the creativity of their students	3.25	0.44	A
7.	Have good relationship with the students	3.73	0.45	SA
8.	Skillful in innovative teaching strategies	3.86	0.35	SA
9.	Motivates students and create room for their empowerment	3.14	0.35	A
10.	Possess stable value judgment	3.75	0.44	SA
11.	Possess good observation skills that helps them become an effective tutors.	3.50	0.51	SA
12.	Have ability to get agreement to test and develop ideas	3.43	0.50	A
13.	Respond well to change	3.68	0.47	SA
14.	Lecturers are well connected to the world around them and to the needs of their students	3.70	0.46	SA
15.	Courageous to cope and adapt to many challenges of change	3.59	0.49	SA
16.	Strong communication skills with management and students	3.61	0.49	SA
17.	Good and effective speaking and strong presentation skills	3.48	0.50	A
18.	Have high level of subject matter expert	3.50	0.51	SA
19.	Possess effective time management skills	3.59	0.49	SA
20.	Always positive and passionate about teaching	3.77	0.42	SA
21.	Have ability to perceive and manage their own and their student's emotion	3.47	0.55	A
22.	Possess ability to be able to deal with conflict at work place	3.55	0.50	SA
23.	Accessible and approachable to students	3.75	0.44	SA
24.	Natural or self -motivated reward strategies	3.59	0.49	SA
	Grand Mean/SD	3.55	0.47	SA

Key: N= Numbers of Respondents, X_T = Average Mean of Respondents, SD_T = Average Standard Deviation, R = **Remark.**

Table 1 shows the mean responses of the respondents on the 24 items posed to determine the innovative work behaviours among woodwork technology education lecturers with a grand mean of 3.55 which implies that the lecturers strongly agreed with the majority of items such as Natural or self-motivated reward strategies, Accessible and approachable to students, Courageous to cope and adapt to many challenges of change mention but a few 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 item.

Research Question 2

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

Table 2: Means Responses and Standard Deviation of Respondents on the Symptoms of Organizational Frustrations among Woodwork Technology Education Lecturers

S/N	ITEM STATEMENT	X_T	SD_T	R
1	Becoming bored with the job	3.32	0.47	A
2	Lack of physical energy	3.34	0.48	A
3	Failing to properly plan or prepare lessons/lecture note	3.66	0.48	SA
4	No longer caring about student discipline and classroom management	3.50	0.51	SA
5	Increasingly having a negative attitude toward school	3.86	0.34	SA
6	Lowering standards for students and self	3.36	0.49	A
7	Not having any close colleagues to vent or confide in	3.77	0.42	SA
8	Feeling anxiety about going to work	3.36	0.49	A
9	Consistently feeling overwhelmed by workload	3.70	0.46	SA
10	Not understanding students	3.29	0.46	A
11	Feeling irritable and quick to anger	3.45	0.50	A
12	No desire to attend social gatherings	3.66	0.57	SA
13	Change in appetite	3.66	0.48	SA
14	Chronic fatigue or exhaustion	3.86	0.35	SA
15	Increased complaints	3.66	0.48	SA
16	Lack of emotional energy	3.73	0.43	SA
17	Inability to relate with students	3.45	0.76	A
18	Poor relationship with colleagues	3.89	0.32	SA
19	Poor mental health	3.29	0.51	A
20	Increasingly having a negative attitude toward students	3.31	0.52	A
	Grand Total Mean/SD	3.56	0.48	SA

Key:N= Numbers of Respondents, X_T = Average Mean of Respondents, SD_T = Average Standard Deviation, R=**Remark.**

Table 2 shows the mean responses of the respondents on the 20 items posed as determines 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 symptoms of organizational frustrations among woodwork technology education lecturers. The standard deviation of items ranged from 0.32 to 0.76. The 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.

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 the innovative work behaviours in tertiary institution.

Table 3: Z-Test Analysis of Significant Difference in the Mean Responses of the Respondents as Regards the Innovative Work Behaviours in Tertiary Institution.

Tertiary Institutions Lecturers	N	Mean	S.D	df	t	P-value	Remarks
Colleges of Education Lecturers	31	3.49	0.86	42	-9.19	0.00	Rejected
Universities Lecturers	13	3.69	0.55				

Table 3 shows the t-test analysis of differences in the responses of College of Education Lecturers and universities Lecturers regards the innovative work behaviours 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. Hence, 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 in tertiary institutions.

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 symptoms of organizational frustration in tertiary institution.

Table 4: T-Test Analysis of Significant Difference in the Mean Responses of the Respondents As Regards the Symptoms of Organizational Frustration in Tertiary Institution.

Tertiary Institutions Lecturers	N	Mean	S.D	df	t	P-value	Remark
Colleges of Education Lecturers	31	3.50	0.13	42	-5.35	0.00	Rejected
Universities Lecturers	13	3.69	0.09				

Table 4 shows the t-test analysis of differences in the responses of College of Education Lecturers and universities Lecturers regards the symptoms of organizational frustration among woodwork technology lecturers 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. Hence, 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 among woodwork technology lecturers in tertiary institution.

Discussion of Finding

The Findings in Table 4 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 the innovative work behaviour skills accepted by lecturers in tertiary institutions. This is in consonant with the words of Klaeijsen, Vermeulen and Martens (2017)who advocated that 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. Secondly, 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. Thirdly, schools ought to set a great example and turn as a starting point for more innovative work behaviour of people so that society can remain competitive Klaeijsen, *et al.*, (2017).Innovative work behaviour may result from individual reaction toward high work load (Ramamoorthy *et al.*, (2017).

The finding in Table 2 relating to research question two revealed the symptoms of organizational frustration in tertiary institution includes failing to properly plan or prepare lessons/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 findings of Palmer (2019) who identified five key organizational frustrations that have a negative impact: waste of time meetings, mis-leadership, blurred vision, silo mentality, and unfairness. Supporting the findings of the study Avey, Wu and Holley (2017) who explored 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 likely to be frustrated with their jobs (teaching), and engaged in more deviant behavior. Also in agreement with the finding is Osabiya (2015) opined that 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.

Conclusion

The study determined theinnovative work behaviour and organizational frustration among woodwork technology education lecturers in tertiary institutions in North-Central, Nigeria. The findings of the study serve as the basis for making the following conclusion. On the findings revealed that the woodwork technology lecturers are curious/inquisitive and love to explore new ideas, they are highly committed to their jobs and to life-long learning, lecturers possess collaborative skills and actively take initiatives in working with their colleagues, they are courageous to cope and adapt to many challenges of change brought about by their organizations (work environment). It was also concluded that the symptoms of stress and organizational frustration such as failing to properly plan or prepare lessons/lecture note, no longer caring about student discipline and classroom management, increasingly having a negative attitude toward school are common among woodwork lecturers in tertiary institution.

Recommendations

Based on the findings, the following recommendations were made:

1. The tertiary institution lecturers should improve their attitudes towards work, in order to function 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.
3. School administrators should encourage constant bottom-up communication, in addition to top down communications, in order to know the perspectives of employees and to be able to seek and incorporate their input in decision-making.
4. Federal Government should provide necessary needs for teaching by lecturers of tertiary institution so that they can meet up with standard required.

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