

Impact of Organizational Frustration on Innovative Work Behavior among Lecturers of Tertiary Institutions in Nigeria

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ABSTRACT

This study investigated the impact of organizational frustration on the innovative Work Behaviour (WB) of lecturers of tertiary institutions in Niger State. The study was guided by three (3) objectives and three (3) research questions. The study adopted descriptive survey design. The population for this study was 1977 made up of all the lecturers of tertiary institutions in Niger State. The sample size for the study was 322. Purposive random sampling technique was used to select three tertiary institutions from the three senatorial zones in Niger State. From each of the three senatorial zones, one tertiary institution was randomly selected for this study using simple random sampling technique. The instrument used was a researcher developed questionnaire titled 'Impact of Organizational Frustration on Innovative Work Behaviour of Lecturers Questionnaire (IOFIWBLQ). Two experts from Educational Psychology and Special Education departments of Umaru Sanda Ahmadu College of Education, Minna respectively validated the instrument and a reliability coefficient of 0.89 was obtained. The questionnaire items were 15 in number generated based on the research questions which guided the study. The questionnaire items were assigned a four (4) point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The acceptance point for item was 2.50 and above, any mean score below 2.50 was considered not too influential and as negative. The data collected was analyzed using Mean and Standard Deviation. The study revealed that organizational frustration negatively affected innovative work behaviour of lecturers due to overwhelming workload, lack of resources and conflict between their role expectations, also, ineffective communication channel, excessive rules, regulations or procedures are some of the factors that contribute to organizational frustration which have far reaching impact on lecturers work behaviour. It therefore, recommended creating a supportive work environment that values professional growth for workers in tertiary institutions especially Niger state -owned tertiary institutions and increase funding for all tertiary institutions in Niger state to improve productivity and increase quality education.

Keywords: Organizational Frustration, Innovative work behaviour, Impact



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INTRODUCTION

The tertiary education sector is fundamental to fostering human capital, driving innovation, and promoting social progress, particularly in developing countries. Education lecturers within this sector are instrumental in shaping future generations through knowledge dissemination, mentorship, and research. In the Nigerian tertiary education context, factors such as underfunding, outdated

infrastructure, and limited research opportunities may exacerbate organizational frustration. Lecturers often work under challenging conditions where essential resources, like laboratory equipment, libraries, and teaching aids, are insufficient or obsolete (Obasi, 2021). These constraints not only reduce their job satisfaction but also make it challenging for them to implement contemporary,

innovative educational practices. Furthermore, the high turnover rate among skilled lecturers—a consequence of low morale and limited career growth opportunities—compounds the issue. As qualified educators seek better opportunities abroad or in more supportive institutions, Nigeria's education sector experiences "brain drain," weakening its capacity to provide consistent, high-quality education (Adeyemi, K. 2019).

Statement of the problem

Education lecturers in Nigerian tertiary institutions play a vital role in driving innovation, advancing research, and nurturing student development. However, their capacity to perform these roles effectively may be hindered by organizational frustration—a state of disillusionment and dissatisfaction caused by systemic limitations such as inadequate funding, limited resources, bureaucratic constraints, and insufficient support for professional growth (Adebakin and Ayanlowo, 2023). These constraints not only reduce job satisfaction but also stifle the lecturers' ability to engage in innovative work behavior, which is essential for educational progress. In Niger State, tertiary institutions face chronic underfunding and infrastructural deficits, fostering a work environment where lecturers are frequently unable to access the resources needed to meet academic and professional expectations. This creates a cycle of frustration and stagnation, negatively affecting lecturers' motivation to introduce novel teaching methods, pursue impactful research, and contribute to institutional growth.

The impact of organizational frustration on lecturers' innovative work behavior may have far-reaching implications, affecting not only individual morale and productivity but also institutional reputation, student outcomes, and overall educational quality (Ali *et al.*, 2023). Despite its significance, limited research exists on how organizational frustration affects lecturers in Nigerian tertiary institutions, particularly in Niger State. This study seeks to bridge this gap by examining the factors contributing to organizational frustration and assessing its impact on innovative work behavior among education lecturers. The insights gained from this research aim to guide institutional reforms that reduce organizational frustration, create a supportive work environment, and ultimately foster an educational culture conducive to innovation and national development.

As facilitators of learning, lecturers are expected to engage in innovative work behavior, defined as the generation, promotion, and realization of novel ideas and practices that advance organizational goals (Alessa and Durugbo, 2022). However, the organizational environment plays a crucial role in either enabling or hindering this innovation. In resource-constrained settings like Nigeria, organizational frustration—a state marked by feelings of dissatisfaction, powerlessness, and disillusionment—may be a significant barrier to innovation. This frustration arises from institutional constraints, such as lack of funding,

limited resources, and restrictive policies, which limit lecturers' potential to adopt creative approaches in teaching and research (Nor *et al.*, 2024).

Organizational frustration has profound implications for individual and institutional performance. When lecturers feel constrained by their work environment, their motivation to engage in creative problem-solving may diminish. Research suggests that frustration can lead to decreased psychological empowerment, which is essential for innovative behavior (van Tuinet *et al.*, 2020). This, in turn, negatively affects their willingness to initiate and sustain novel teaching practices or conduct impactful research, which are critical for academic growth and student success. Studies indicate that organizational frustration undermines not only the individual's professional satisfaction but also the overall productivity and effectiveness of educational institutions (Toyama *et al.*, 2022). For instance, lack of institutional support can cause lecturers to focus solely on routine tasks rather than exploring new teaching strategies or innovative research areas that could enhance academic standards (Oke and Fernandes, 2020).

The impact of organizational frustration on innovative work behavior among education lecturers is particularly relevant in Niger State tertiary institutions, where institutional limitations and systemic challenges are prevalent. Addressing this issue is crucial, as innovative work behavior in education has been linked to improved student engagement, enhanced learning outcomes, and greater institutional resilience (Rogan & Grayson, 2013). When lecturers are empowered to innovate, they are more likely to introduce dynamic teaching methods, develop interdisciplinary research projects, and contribute to policy improvements. In contrast, when they face continuous frustration, their capacity to contribute meaningfully to institutional goals and foster intellectual growth may be severely limited. Thus, examining how organizational frustration affects innovation is essential for understanding and addressing the systemic issues within Nigeria's education sector.

Organizational frustration in Nigerian public schools is a significant issue affecting workers performance and overall educational quality. Certain factors have been attributed to this frustration which includes: Work environment which has to do with inadequate infrastructure, lack of resources and poor working conditions, administrative issues such as bureaucratic red tape, unclear policies and perceived unfairness in management practices, compensation and recognition that is poor remuneration, delayed salaries and lack of recognition for effort, career development which has to do with limited opportunities for growth and professional development. The study suggests that these factors could lead to:

1. Decreased job satisfaction
2. Reduced productivity and
3. Negative impact on students.

By exploring the relationship between organizational frustration and innovative work behavior, this study aims to provide valuable insights for policymakers, institutional administrators, and stakeholders. Effective strategies to alleviate organizational frustration could include increasing funding, improving access to resources, and creating a supportive work environment that values professional growth. Prior research suggests that such interventions can mitigate frustration, leading to enhanced innovation, job satisfaction, and institutional reputation (Obasi, 2021). Addressing organizational frustration not only supports lecturers' professional fulfillment but also has far-reaching implications for national development, as a robust tertiary education sector is essential for fostering the skilled workforce and intellectual capital necessary for economic progress. This study will thus serve as a foundation for designing targeted policies that enhance the education sector's role in driving societal advancement.

Furthermore, 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.

Oguegbe, T. M., & Chukwu, O. R. (2024). Recent Nigerian studies link organizational frustration to workplace hostility and interpersonal aggression. The study used non-teaching university staff in Anambra State which empirically established that organizational frustration significantly and positively predicted workplace hostility. Employees experiencing persistent frustration were more likely to exhibit verbal aggression, resentment, and sabotage against colleagues and supervisors.

These findings align with frustration-aggression theory, reinforcing the idea that frustrated Nigerian employees often displace anger onto co-workers or the organization when formal coping channels are absent. Importantly, psychological wellbeing was found not to significantly buffer this effect, suggesting that organizational interventions rather than individual resilience alone are required to manage frustration-induced hostility.

Ekwueme-Duru, U., Abdulsalam, A. B., Gangbe, M. O., & Ekele, O. A. (2025). study on Vocational and Technical Education lecturers in South-West Nigeria revealed that organizational frustration negatively affected innovative work behaviour, with job satisfaction acting as a mediating variable. Frustrated lecturers showed reduced creativity, collaboration, and openness to new teaching approaches, particularly when organizational communication and reward structures were weak.

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).

This study was anchored on the theory by Scott and Bruce in 1994 on the concept of 'Innovative Work Behaviour (IWB. Since the launch of' this theory, 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 researchers 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.

Purpose of the study

The aim of this study is to assess the impact of organizational frustration on the innovative work behavior of education lecturers in tertiary institutions in Niger State, Nigeria, to provide insights for policy reforms and institutional strategies that foster a supportive work environment conducive to innovation. Specifically, the objectives are to:

1. Examine the extent of organizational frustration experienced by education lecturers in tertiary institutions in Niger State.

Table 1: Mean Ratings on the extent of Organizational Frustration experienced by Lecturers in Niger State owned tertiary Institutions?

S/N	ITEM	N	MEAN	SD	REMARK
1	I feel overwhelmed by workload as a teacher	322	3.42	.496	Agree
2	The organizational policy implementation hinder my ability to perform my job effectively	322	3.19	.393	Agree
3	I feel unappreciated by my supervisors and colleagues	322	3.23	.752	Agree
4	The lack of resources affects my ability to meet up with my job expectation	322	3.81	.393	Agree
5	I experience conflict between my role expectations and organizational goals	322	3.23	.752	Agree

Table 2: Mean Ratings on factors contributes to Organizational Frustration among lecturers in Niger State owned tertiary Institutions?

S/N	ITEM	N	MEAN	SD	REMARK
6	Insufficient resources (personnel, funds, equipment) hinder my ability to perform my job effectively	322	3.81	.393	Agree
7	Ineffective communication channel leads to confusion, errors or misunderstanding	322	3.61	.487	Agree
8	Excessive rules, regulations or procedures hinders my ability to make decisions or take actions	322	2.63	.819	Agree
9	Lack of appreciation contributes to my organizational frustration	322	3.21	.745	Agree
10	Changing roles and responsibilities contributes to organizational frustration	322	3.23	.752	Agree

2. Investigate the factors contributing to organizational frustration among education lecturers in these institutions.

3. Assess the impact of organizational frustration on lecturers' innovative work behavior

Research Questions:

1. What is the extent of Organizational Frustration experienced by Lecturers in Niger State owned tertiary Institutions?

2. What factors contribute to Organizational Frustration among lecturers in Niger State owned tertiary Institutions?

3. What is the impact of Organizational Frustration on work behavior of lecturers in Niger State - owned tertiary Institutions?

METHODOLOGY

This study is a survey research design. The population of this study was 1977 which is all the lecturers of tertiary institutions in Niger State while the sample size was 322 using Krejcie and Morgan sample size criteria table. Purposive random sampling technique was used to select three tertiary institutions from the three senatorial zones in Niger State. Simple random sampling technique was used to select one tertiary institution for this study. In the selected tertiary institutions, purposive random sampling was used to select the lecturers that constitute the sample for the study.

The instrument used was a researcher-developed questionnaire titled 'Impact of Organizational Frustration on Innovative Work Behaviour of Lecturers Questionnaire (IOFIWBLQ). Two experts from Educational Psychology and Special Education departments of Umaru Sanda Ahmadu College of Education, Minna respectively validated the instrument and a reliability coefficient of 0.89 was obtained. The questionnaire items were 15 in number generated based on the research questions which guided the study. The questionnaire items were assigned a four (4) point Likert rating scale of Strongly Agree (SA), Agree

(A), Disagree (D) and Strongly Disagree (SD).

The data collected was analyzed using SPSS analytical tool to determine Mean and Standard Deviation of the impact of organizational frustration on innovative work behavior among lecturers in Niger State tertiary institutions. The acceptance point for item was 2.50 and above, any mean score below 2.50 was considered not too influential and as negative.

Results

Research Question 1: What is the extent of Organizational Frustration experienced by Lecturers in Niger State owned tertiary Institutions?

The data presented in Table 1 showed that all the 5 items related to the variables on extent of organizational frustration experienced by lecturers in Niger State owned tertiary Institutions were agreed upon by the respondents. The variables which agreed upon by the respondents have mean values that range from 3.19 – 3.42 which is above the acceptance point of 2.50 for the items. This implies that lecturers in Niger State owned tertiary institutions experiences organizational frustration that includes overwhelming workload, lack of resources and conflict between their role expectations and organizational goals among others.

Research Question 2: What factors contributes to Organizational Frustration among lecturers in Niger State owned tertiary Institutions?

The data presented in Table 2 showed that all the 5 items related to the variables on factors that contributes to Organizational Frustration among lecturers in Niger State owned tertiary Institutions were agreed upon by the respondents. The variables which were agreed upon by the respondents have mean values that range from 2.65 – 3.81 which is above the acceptance point of 2.50 for the items. This implies that ineffective communication channel, excessive rules, regulations or procedures as

Table 3: Mean Ratings on Impact of Organizational Frustration on work behavior of lecturers in Niger State- owned tertiary institutions?

S/N	ITEM	N	MEAN	SD	REMARK
11	I feel dissatisfied with my job due to organizational frustration	322	3.23	.752	Agree
12	Organizational frustration affects my productivity	322	3.81	.393	Agree
13	I experience high level of stress due to organizational frustration	322	3.23	.973	Agree
14	Organizational frustration affects my personal life and relationships	322	3.42	.793	Agree
15	I consider leaving my job due to organizational frustration	322	3.00	.902	Agree

well as Insufficient resources (personnel, funds, equipment) among others contributes to organizational frustration.

Research Question 3: What is the Impact of Organizational Frustration on work behavior of lecturers in Niger State owned tertiary Institutions?

The data presented in Table 3 showed that all the 5 items related to the variables on Impact of Organizational Frustration on work behavior of lecturers was agreed upon by the respondents.

The variables which were agreed upon by the respondents have mean values that range from 3.00 – 3.81 which is above the acceptance point of 2.50 for the items. This implies that organizational frustration has impact on work behavior of lecturers as it can cause high level stress, dissatisfaction with job and lowering of lecturers' productivity.

Discussion of Findings

The findings of the study indicated that all items listed as the extent of organizational frustration experienced by lecturers in tertiary institutions in Niger State were accepted. This included overwhelming workload, organizational policy implementation, lack of appreciation by supervisors and colleagues, lack of resources and conflict between role expectations and organizational goals. These findings agree with Nor et al (2024) study which found out that public service workers experience frustration due to workload and organizational policy implementation as well as lack of resources. These findings answers the research question one on the types of Organizational Frustration experienced by Lecturers in Niger State owned tertiary Institutions.

Also, all the factors that contribute to organizational frustration as listed in the questionnaire items were accepted by the respondents. Factors such as insufficient resources (personnel, funds, equipment), Ineffective communication channel, Excessive rules, regulations as well as changing roles and responsibilities often. This agrees with the findings of Oke and Fernandes (2020) whose study identified changing roles often in an organization as well as lack of resources and excessive rules and regulations as contributing factors to organizational frustration. Also, it agrees with Oguegbe, T. M., etal (2024) who established that organizational frustration significantly and positively predicted workplace hostility. Employees experiencing persistent frustration were more likely to exhibit verbal aggression, resentment,

and sabotage against colleagues and supervisors. The finding responds to the research objective on the factors that contribute to organizational frustration.

Furthermore, the impact of organizational frustration as indicated in the questionnaire items were also accepted by the respondents. This agrees with the findings of Tuin etal (2020) whose study showed that organizational frustration could lead to high level of stress, dissatisfaction with job and resignation. The findings also agrees with Ekwueme-Duru, U., etal (2025) study on Influence of organizational frustration on innovative work behaviour of Vocational and Technical Education lecturers in South-West Nigeria revealed that organizational frustration negatively affected innovative work behaviour, with job satisfaction acting as a mediating variable. Frustrated lecturers showed reduced creativity, collaboration, and openness to new teaching approaches, particularly when organizational communication and reward structures were weak. This answered the research objective three on the impact of organizational frustration on work behaviour.

Conclusion

For overall efficiency and high level of productivity, organizations must ensure that organizational frustration is not given a chance due to its negative impact on the workers. Addressing organizational frustration not only supports lecturers' professional fulfillment but also has far-reaching implications for national development, as a robust tertiary education sector is essential for fostering the skilled workforce and intellectual capital necessary for economic progress. Effective strategies. to alleviate organizational frustration could include increasing funding, improving access to resources, and creating a supportive work environment that values professional growth.

Recommendations

From the findings of the study, the following recommendations were made:

- Creating a supportive work environment that values professional growth for workers in tertiary institutions especially Niger state -owned tertiary institutions.
- Increase funding for all tertiary institutions in Niger state to improve productivity and increase quality education.
- Improved access to resources by the lecturers to facilitate their work and ease their performance for better quality education.

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