Frustration at Work, Developmental Experience, Perceived Team Support and Employee Performance: Evidence from Emerging Economies

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Abstract: *The study seeks to examine the effect of workplace frustrations on employee performance. It assesses the moderating effects of developmental experience and team support on the workplace frustrations and employee performance relationship. The study sampled 232 employees in various companies in Ghana. Moderated hierarchical regression analysis was utilized as the main statistical procedure. The results show that workplace frustrations negatively relate to employee performance. Developmental experience moderates the negative relationship between workplace frustrations and employee performance such that employee performance increases with developmental experience. Similarly, team support moderates the negative relationship between workplace frustrations and employee performance such that employee's performance increases with team support. Future studies should explore how an organization could minimize workplace frustrations by examining the influence of job design and workplace planning. The study suggests that managers should develop teamwork among employees and also place emphasis on proper job designs that will expose employees to multiple knowledge, skills, and abilities over the course of their work life which will aid them to acquire developmental experience. To the best of the authors' knowledge, this study provides new evidence from Sub-Saharan Africa to support the workplace frustrations and employee performance relationship with developmental experience and team support as moderators.*

Keywords: Employee performance, workplace frustration, team support, developmental experience

Introduction

As a highly relevant outcome variable, frustration at work is a very important issue in an organization. Weiss et al. (1999) define workplace frustration as a generalized negative emotion that results from undesired outcomes such as perceived maltreatment and interference from goal achievement. Expanding this definition, Clore and Centerbar (2004)

add that these generalized negative emotions may or may not be directed toward any particular object or person. 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, 1997) and even these few ones have used the concept differently (Penney and Spector, 2005). Secondly, to the best of our knowledge, these few studies also have failed to examine the relationship between workplace frustration and its effect on employee's work outcomes. Therefore, the current study seeks to specifically (a) test the relationship between workplace frustration and employee performance (b) assess the moderating influence of developmental experience and team support in the workplace frustration and employee performance relationship. By meeting these objectives, the study adds to existing body of knowledge in the following ways (a) to the best of the knowledge of the authors, this study is the first of its kind to examine the workplace frustration and employee performance relationship from a sub-Saharan African context (b) the study further tests the moderating effects of developmental experience and team support in the relationship between workplace frustration and employee performance (c) theoretically, the study also strengthens the reliability of the JD-R model by testing its relevance given the unique characteristics of Sub-saharan Africa context. The study contends that in a situation where an employee has gained considerable developmental experience on the job, the employee is able to overcome the consequence of frustration such that the employee can achieve work objectives. The study also argues that an employee who finds himself/herself in a supporting team can overcome the effects of workplace frustration because of the synergy that the team provides to its members. The study further believes that because job resources such as performance feedback, supervisor support, task identity, as offered by the JD-R model, have not been institutionalized in Sub-Saharan Africa, specifically Ghana, proper functioning of the model may be limited. The rest of the study has been organized as follows: First, it presents the theoretical background and hypotheses. Second, a relevant literature of the study is discussed. Third, research methods are presented. Four, the results of the study are presented whereas the next session is on discussion and conclusions. Lastly, the study highlights the limitations and direction for future research.

Theory and Hypotheses

This study uses the job demands-resources model (JD-R model) as a theoretical construct to examine the relationship between frustration at work and employee performance as moderated by developmental experience and team support. The JD-R model assumes that work characteristics are divided into job demands and job resources (Bakker and Demerouti, 2014; Bakker and Demerouti, 2011; Demerouti et al., 2003; Demerouti et al., 2000, 2001, Prieto et al., 2008; Mauno*et al.*, 2006). Job demands refer to the physical, psychological, social or organizational dimensions of a job that involves sustained physical and/or

psychological effort and therefore bring about physiological and/or psychological strain (Damoah and Ntsiful, 2016; Bakker et al., 2004). Examples of these job demands include emotional demands, role overload, role ambiguity, time constraints, excessive work pressure (Bakker and Demerouti, 2014; Bakker and Demerouti, 2011; Bakker and Demerouti, 2007). Job resources are the social, psychological, physical and organizational dimension of work which minimizes the negative impacts of job demands and facilitate the achievement of work goals and promote personal growth and development (Bakker and Demerouti, 2007). Bakker et al. (2004) classify these resources into (a) organizational level (e.g career opportunities, salary, job security), (b) interpersonal and social relations level (e.g team support, supervisor support), (c) task level (e.g. skill variety, task significance, task identity, autonomy, performance feedback) and organization of work (role clarity, participation in decision making). We contend that the JD-R model fits the current study because several related studies have used this model to examine similar relationships (Bakker,2015; Demerouti et al., 2001; Bakker et al., 2004). For instance, Baker et al. (2004) used this model to examine the effect of burnout on performance. In their study, Bakker et al. (2004) conceptualized emotional demands (frustration) and exhaustion as job demands. Further, they also conceptualized possibilities development (developmental experience) and social support (team support) as job resources.
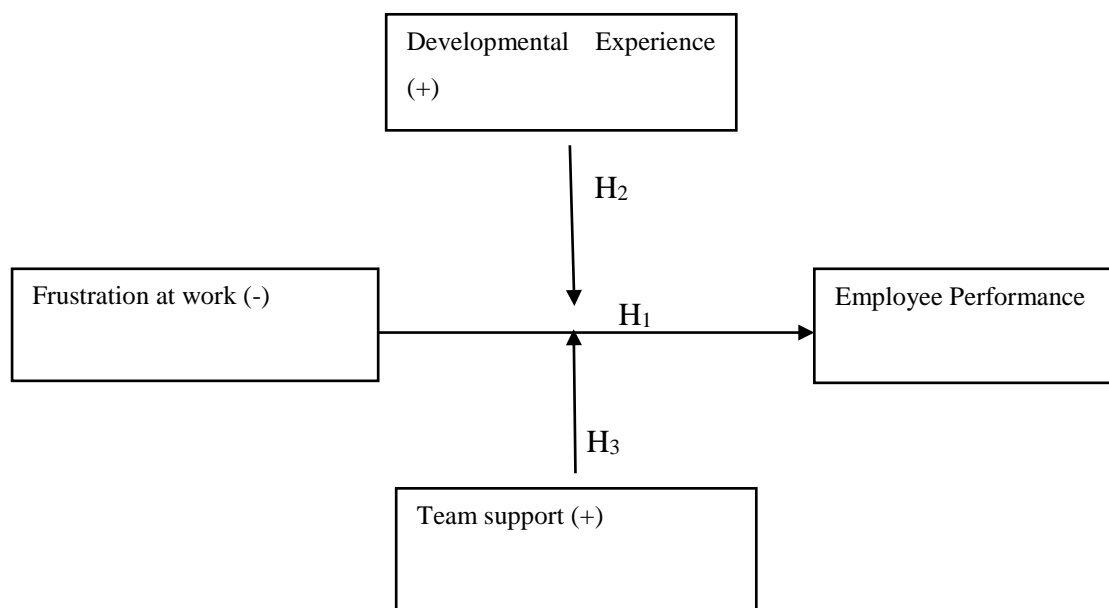

Fig.1. Conceptual model

The present study, therefore, argues that when employees experience workplace frustration which is job demand, it will impact on their performance negatively. However, when these employees have considerable developmental experience and they find themselves in a supporting team which is job resources, they will overcome the negative effects of the frustration on their performance.

Employees' Frustration at Work and Employee Performance
Employee frustration has been defined in different ways. Spector (1997) says it is the interference with the attainment or maintenance of a goal that results from organizational factors. Similarly, Weiss et al. (1999) also define workplace frustration as a generalized negative emotion that results from undesired outcomes such as perceived maltreatment and interference from goal achievement. Similarly, Akuffo (2015) define frustration as an

abstraction or stoppage of a goal which causes a person to react negatively which may cause harm. Further, frustration simply occurs when one is inhibited from realizing a goal (Lazar et al., 2005). Because every individual has a goal for his or her action, frustration sets in when these goals are impeded by some events, which the individual may or may not have control over. This study defines workplace frustration as the feeling of negative emotions resulting from the blockage of goal attainments due to organizational and personal factors. The organizational factors may include the rules, procedures, structure, climate, employees, and clients of the organization (Lazar et al., 2005), whereas personal factors, include years of experience, gender, race, and educational attainment (Ducharme et al., 2008; McNulty et al., 2007). It is also worth noting that once there is frustration, there is a reaction. In support of this notion, Spector (1997) suggests four reactions to employee frustration which include (a) an emotional response of anger and increased physiological arousal, (b) aggression, (c) withdrawal and (d) trying alternative courses of action. Lazar et al (2005) explain 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.

Employee performance, according to Damoah and Ntsiful (2016), is defined as work-related activities that an employee carries out and measured against some defined standards. A number of studies have examined the relationship between workplace frustration and performance with mixed findings (Lazar et al., 2005). For instance, it has been found that job frustration results in reduced job performance,and lowers productivity (Akuffo, 2015; Baillien et al, 2014; Cropanzano et al., 2003; Mor-Barak et al., 2001; Smith, 2005; Taris, 2006) as well as high absenteeism and turnover (Gallon et al, 2003; McLellan, et al., 2003).

Therefore, this study contends that because frustration is a negative emotional response that leads to counterproductive behavior, employees who experience frustrations at work will have reduced performance. Hence hypothesis 1:

H$_1$: *Employees' frustration at work will be negatively related to their performance*

The moderating influence of employees' developmental experience
In this study, the developmental experience is defined as the aggregate of knowledge, skills, and abilities that an employee acquires over a period as a result of the opportunities to have multiple job exposures in which new responsibilities, unfamiliar tasks, pressures, and obstacles are handled. In an organization, these experiences are acquired from different sources such as formal and informal duties from supervisors, advice from peers and technical experts, challenging duties, coaching, promotions, and opportunity to work on assignment independently (Ibrahim et al, 2016; Chow et al., 2006; McCall et al., 1988). Developmental experience has been found to be positively related to employee's performance (Roberts et al., 2008; Donnellan, 1996; Harris and Bonn, 2000, Chow et al., 2006). Bakker et al. (2004) in using the job demands-resources model to predict burnout and performance, conceptualized developmental experience as a job resource. By terming it as possibilities development, Bakker et al. (2004) argue that developmental experience is a job resource located at the organizational level that decreases job demands (e.g. frustration at work) and its related physiological and psychological costs. Accordingly, it can be argued and asserted that developmental experience can improve employees' performance even when they are frustrated at work in a sense that a frustrated employee who has considerable developmental

experience will look for an alternative course of action as found by Spector to overcome an impediment towards an achievement (Zaccaro et al, 2015; Spector, 1997). Other studies also have supported that employees with more developmental experience suffer less from frustration at work (Farber, 2000; Farmer et al., 2002; Garland, 2004). In view of the above, the study contends that developmental experience will have a positive effect on the frustration-performance relationship. Hence hypothesis 2:

H_2: *The level of employees' developmental experience will moderate the relationship between frustration at work and employee performance. Employee performance will increase with developmental experience but at a faster rate for those with higher developmental experience.*

The moderating influence of perceived team support
Team support has been defined as the mutually dependent performance components needed to execute a task effectively in a group of individuals (Salas et al., 2008). Similarly, Damoah and Ntsiful (2016) see it as performance-related support an individual gets from a group of individuals who are interdependent with each other in carrying out a task. When employees are in a team, they rely on each other's strength such as knowledge, skills, and experience in executing a task to the extent that weaknesses and challenges such as frustrations in a team member's work may be overshadowed. The influence of team support in overcoming these work-related challenges have received theoretical and empirical support. For instance, Bakker et al. (2004) in their study of "Using the job demands-resources model to predict burnout and performance," they conceptualized social support (e.g. team support) as job resource and work frustration as job demands and found that job demands and resources have inverse relationship, meaning that when an employee is frustrated at work but in a supportive team, the employee will leverage on the support of this team and will overcome this work frustration and meet performance standard. Other studies have supported the moderating influence of team support in this regard (Demerouti et al., 2000, 2001; Bakker et al., 2003; Froebel and Marchington, 2005). In view of the above, the study contends that team support will have a positive effect on the frustration and employee performance relationship. Hence hypothesis 3:

H3: *Employees' perception of team support will moderate the relationship between frustration at work and employee performance. Employee performance will increase with perceived team support but at a faster rate for those with a higher perception of team support.*

Method

Sample and Data
Data for this study was obtained from 232 employees working in 30 companies in Ghana, West Africa. These companies were randomly selected from a pool of listed and non-listed companies, comprising large, small and medium enterprises. A total of 13 listed and 17 non-listed companies willingly participated in the study. Having received approvals from the companies, only employees who volunteered from these companies were allowed to answer the questionnaires. Some of the respondents completed the questionnaires momentarily and they gave them over to the researchers whereas others completed and left them at their front

desks, which were picked three days later by the researchers. In all, the study administered 250 questionnaires to the employees from the 30 companies, out of which 232 were received and used for the analysis, indicating a response rate of 93 percent. The data collection lasted for 3 months (February -April 2017).

Measure of Constructs
The current study relied on previous studies for items to measure key constructs examined. The internal reliability values for all scales are above 0.70 thresholds recommended by Nunnally and Bernstein (1994).

Frustration at work*:* A three-item scale developed and used by Peters et al. (1980) was used to assess the extent to which employees found their work frustrating. Measured on a five-point Likert scale, where 1= Strongly disagree, 2=Disagree, 3=Neutral (uncertain), 4=Agree and 5=Strongly agree, the respondents were asked questions such as "Trying to get this job done was a very frustrating experience." Whereas high mark indicates a higher level of workplace frustration on the employee, low mark shows a lower level of workplace frustration on the employee.

Developmental Experience: By using a four-item scale developed and used by Wayne et al. (1997), the researchers assessed employees developmental experience on a five-point Likert scale, where 1= Strongly disagree, 2=Disagree, 3=Neutral (uncertain), 4=Agree and 5=Strongly agree. An example of the items is "In the positions that I have held at my company, I have often been given additional challenging assignments" A high score shows a higher level of employee developmental experience whereas a low score indicates a lower level of employee developmental experience.

Team Support. A 7-item scale developed and used by Rodwell et al. (1998) was used to measure team support. For example, the respondents were asked to describe their view about the support they had received from their team members at the workplace using a 5-point Likert scale, where 1 = strongly disagree and 5 = strongly agree.

Employee Performance. Employee performance was measured using 8 items. The items were taken from Rodwell et al., (1998). Responses were obtained using a 5-point Likert-type scale anchored at the extremes by 1=strongly disagree 5 = strongly agree with a higher score indicating good performance and low score depicting poor performance.

Control Variables
We included seven control variables because previous studies indicated that these variables had the potential to influence employee performance (e.g., Rodwell et al., 1998). The controlled variables were adopted to account for factors other than the theoretical constructs of interest that could explain variance in the dependent variable (Krishnan and Teo, 2012). The control variables adopted in this study include firm size, sex, employees' level of education, marital status, employees' tenure, gender and employees' age. Firm size was measured by using the log-transformed of a number of employees. Employees' tenure was measured by using the number of years the employee had been with the present organization.

Table 1.Summary of Predictor Measures

Domain and Predictor	Number of Items	Scale format	Cronbach's Alpha	AVE	CR
Developmental experience	4	1 to 5 Likert-scale	.97	.82	.86
Frustration at work	3	1 to 5 Likert-scale	.94	.79	.93
Team support	7	1 to 5 Likert-scale	.89	.78	.92
Employee performance	8	1 to 5 Likert-scale	.92	.79	.91

Note: Composite reliability (CR) is calculated as the sum of the square roots of the item-squared multiple correlations squared and divided by the same quantity plus the sum of the error variance (Werts, Lim and Joreskog, 1974). Average Variance Extracted $(AVE)=\Sigma[\lambda_i^2]Var(X)/\Sigma[\lambda_i^2]Var(X)+\Sigma[Var(\varepsilon_i)]$ where λ_i is the loading of x_i on X, Var denotes variance, $_it$ is the measurement error of x_i, and Σ denotes a sum (Fornell and Larker, 1981).

Validity and Reliability Assessment
Following Podsakoff and Organ (1986), we conducted Harman's one-factor test to check the existence of common method variance by subjecting all the key construct of interest into a factor analysis. We then determined the number of factors that accounted for the variance in the various measures. We observed that none of the factors accounted for a majority of the variance. Also, a test of response bias was performed to see whether non-response could be a major issue in interpreting the regression results. On the basis that late respondents are similar to non-respondents (Oppenheim, 1966), we compared the responses from the early respondents to the late respondents on a number of key variables by using Wilcoxon-Mann-Whitney test to see if any significant difference exists between these (two groups) of respondents. The test revealed no significant difference between the responses from early and late respondents. Thus, in interpreting the outcome of this survey, non-response was not a major concern. We analyzed the internal consistency reliability of our main constructs using Cronbach's alpha, which ranged from .89 to .99. The composite reliability (CR) of our main constructs ranged from .86 to .93, and the average variance extracted (AVE) ranged from .78 to .82. A full list of all constructs and corresponding Cronbach's alpha, CR and AVE are provided in Table 1. Using LISREL 8.5 and the maximum likelihood estimation procedure, we examined all scales in confirmatory factor analysis (CFA). Each item was allowed to only load on one construct for which it was an indicator. Item loadings were as hypothesized and were significant at $p< 0.001$. The results indicated that a four-factor model fitted the data moderately well (χ^2 =311.59, df=186, p<0.001, GFI=.96, CFI=.97, NNFI=.95, SRMSR=.05, RMSEA=.04). Thus, we obtained fit indices that ranged from very good to excellent.

Table 2. Descriptive statistics and correlations

	Variable	Mean	SD	1	2	3	4	5	6	7	8	9
1.	Firm size	31.80	11.13									
2.	Sex	0.19	.40	.17**								
3.	Marital status	.53	.47	.02	-.01							
4.	Education	2.97	1.19	-.14**	-.11*	-.16**						
5.	Employees' tenure	5.32	0.79	.05	.13**	.00	.04					
6.	Employees' age	35.16	1.15	.19**	.36**	.04	.15**	.03				
7.	Developmental experience	3.93	1.09	.14**	.15**	.09*	.17**	.13**	.02			
8.	Team support	4.09	1.03	.16**	.09*	.03	.09*	.02	-.01	.19**		
9.	Frustration at work	4.24	1.14	.09*	.03	.08	.05	.03	-.19**	-.27**	.19**	
10.	Employee performance	4.78	0.74	.08*	.05	-.01	.10*	.12*	.11*	.21**	.16**	-.23**

For gender, male =0; female=1; All variables unstandardized. SD=standard deviation
*p< .05，**p<.01

Results

Table 2 provides means, standard deviations and bivariate correlations for study variables. Moderated hierarchical regression analysis was utilized as the main statistical procedure for examining the relationship between frustration at work and employee performance as well as the proposed moderating effects of developmental experience and team support. To test our hypotheses, a number of multiplicative interactions were created. Due to the inclusion of the interaction term in the regression estimate, multicollinearity becomes obvious. Therefore, all the variables involved in the creation of the interaction terms were residually centered (Little et al., 2006). After the residual centering approach, we calculated the variance inflation factors (VIF) for all regressions in our model to test for multicollinearity. All VIF values were below 3.5. Thus, lower than the threshold of 10, indicating no concerns regarding multicollinearity (Aiken and West, 1991). Four main models were estimated. In Model 1, we estimated the effects of the control variables on firm performance. In Model 2, the control variables and the main effects variables were estimated. In Model 3, all variables (including the interaction variables) were estimated. Following procedures advanced by Cohen et al. (2003), each interaction was graphed.

Table 3.Results of Hierarchical Regression Models

Variables	Model 1	Model 2	Model 3	Model 4
Control variables				
Firm size	.12**	.13**	.24***	.22***
Gender	.08	.03	.03	.05
Marital status	-.01	-.10*	-.09*	-.11*
Education	.11**	.36***	.33***	.23***
Employees' tenure	.09*	.22***	.20***	.22***
Employees' age	.11**	.01	.03	.15***
Main effects				
Developmental experience (DE)		.22***	.23***	.27***
Team support (TS)		.20***	.21***	.22***
H_1: Frustration at work (FW)		-.19***	-.25***	-.28***
Interaction effects				
H_2: FW x DE			.29***	.32***
H_3: FW x TS			.33***	.35***

Three-way interaction				
FW x DE x TS				.54***
Model fit				
F	1.59	3.19***	3.90***	5.78***
R^2	.70	.81	.84	.94
Adj. R^2	.04	.07	.16	.17
Mean VIF	1.3	1.77	2.01	1.73

Standardised coefficients are reported *** $p < 0.01$, ** $p < 0.05$, * $p < 0.10$.

Table 3 presents the results of the hierarchical regression models. The interactions are graphed in figures 1 to 3. We describe results in relation to the individual hypotheses. Hypothesis 1 proposed employees' frustration at work propensity is negatively related to employee performance. As shown in Model 2 of Table 3, the relationship between frustration at work and employee performance (β=-.19, p<.01) is significant and negative. Therefore, the findings offer support for hypothesis 1.

Hypothesis 2 suggested that developmental experience moderates the relationship between the level of employees' frustration at work and employee performance, such that the relationship will be positive for those with high as opposed to low, developmental experience. As shown in Model 3 of Table 3, the interaction of employees' developmental experience with frustration at work is significant and positive (β=.29, p<.01). The graph of this interaction (Figure 2) indicates that the relationship between frustration at work and employee performance is positive for those with high, as opposed to low, developmental experience. Therefore, the results support hypothesis 2.

Hypothesis 3 stated that team support moderates the relationship between the level of employees' frustration at work and employee performance, with the relationship being positive for those with high as opposed to low, team support. As shown in model 3 of Table 3, the interaction of team support with frustration at work is significant and positive (β=.33, p<.01). The graph of this interaction (Figure 3) indicates that the relationship between employees' frustration at work and employee performance is positive for those with high, as opposed to low, team support. Therefore, the results support hypothesis 3.

Finally, we tested a three-way interaction of our study. Model 4 enters the three-way interaction variable of frustration at work, team support and developmental experience into the research model. The three-way interaction coefficient is significant (β=.54, p<01), and the change in R2 indicates a significant improvement in model fit between Model 3 and Model 4. Because of the difficulty in interpreting a three-way interaction solely from the coefficient value, Figure 4 plots the three-way interaction, again following the procedure outlined by Cohen et al. (2003).
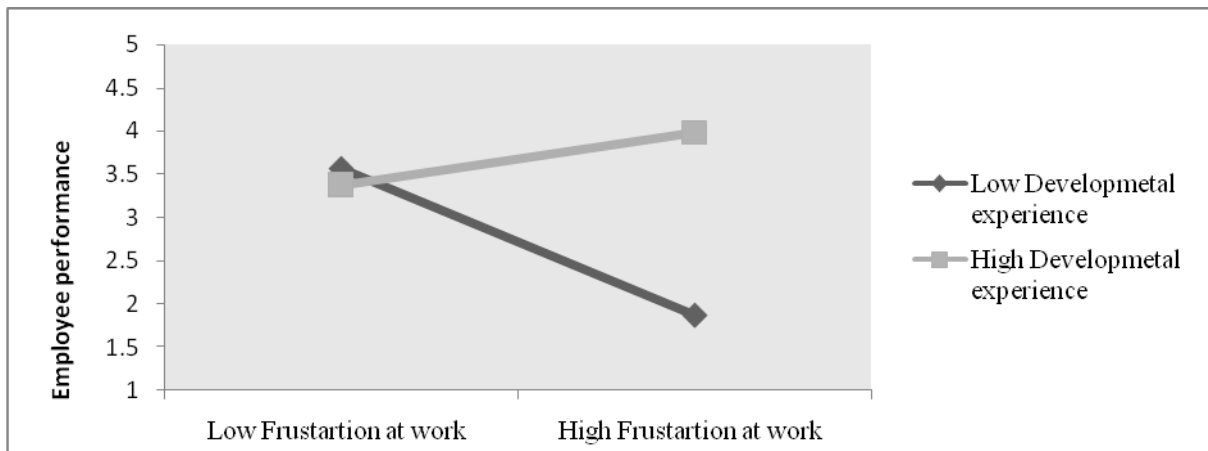
Figure 2: Interaction effect of Frustration at work with developmental experience on employee performance
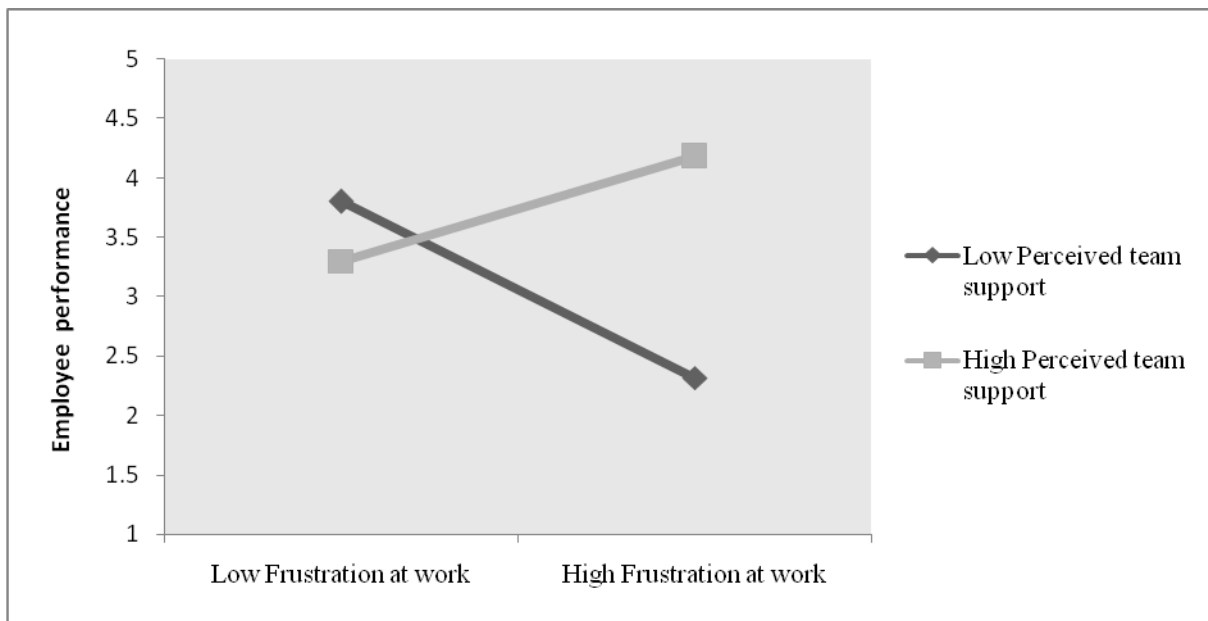

Figure 3: Interaction effect of Frustration at work with the perceived team on employee performance
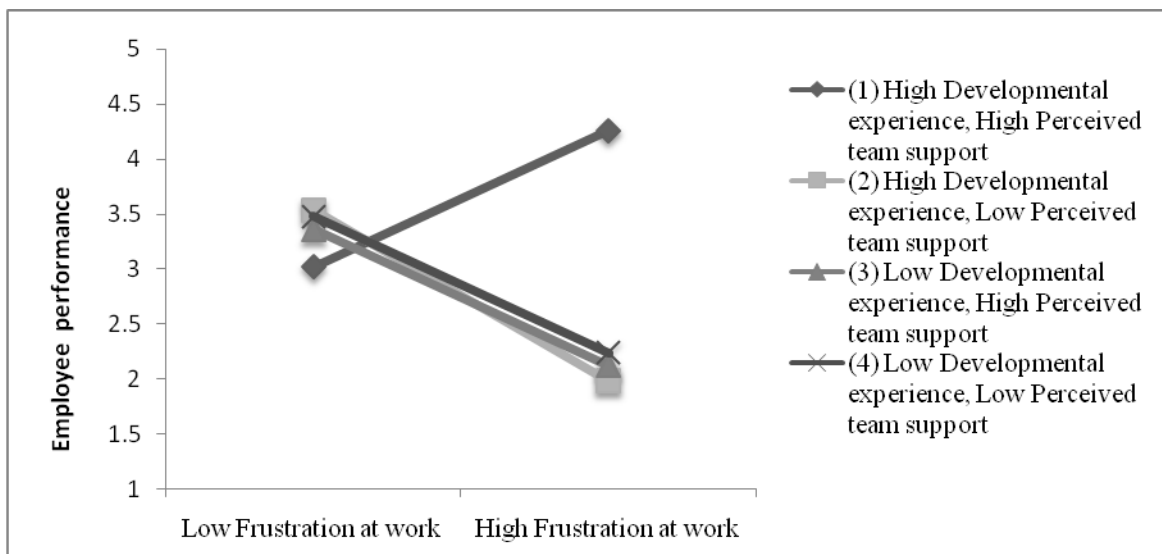
Figure 4: Interaction effect of frustration at work with developmental experience and perceived team support on employee performance

Discussion and Implications

The research examined frustration at work and employee performance as moderated by the developmental experience of employees and team support. The findings were that frustration at work negatively affected the performance of employees, however developmental experience of employees positively moderated the negative relationship between workplace frustration and employee performance. Similarly, the negative relationship between workplace frustration and employee performance was also moderated by team support such that the relationship was positive. The results on the workplace frustration and employee performance relationship indicated that high levels of frustrations at the workplace would result in a lower performance of employees. This finding supports prior studies that workplace frustration results in reduced job performance, and lower productivity (Mor-Barak et al., 2001; Cropanzano et al., 2003; Smith, 2005; Taris, 2006). This means in trying to accomplish a task in an organization, employees may encounter frustrations when their efforts are impeded by certain events which they may or may not have control over. The frustration encountered will cause the employee to react or engage in counterproductive behavior such as desertion of the task, sabotage, interpersonal aggression, and withholding of output leading to the decreased job performance of the employee. The finding on the moderating role of developmental experience of employees in the workplace frustration and performance relationship also suggests that employee performance will increase with developmental experience but at a faster rate for those with higher developmental experience. This result is in tandem with prior studies (Donnellan, 1996; Harris and Bonn, 2000, Bakker et al., 2004; Chow et al., 2006). Developmental experience as defined by this study as the aggregate of knowledge, skills and abilities that an employee acquires over a period as a result of the opportunities to have multiple job exposures, in which new responsibilities, unfamiliar tasks, pressures, and obstacles are handled, will aid frustrated employees to look for an alternative course of action to achieve the goal rather than engaging in

counterproductive behavior, which ordinarily will have affected their performance negatively.

Further, it was found that team support also moderated the negative relationship between workplace frustration and work performance in such a way that the relationship was positive. This finding lends credence to extant literature (Bakker et al., 2003; Demerouti et al., 2000, 2001, Froebel and Marchington, 2005). This finding suggests that although the frustrated employees may have a problem completing a task, where there is a high level of team support, the performance of the frustrated employees will not be affected negatively because when these employees are in a team, they rely on each other's strength such as knowledge, skills, and experience in executing a task to the extent that weaknesses and challenges such as frustrations in a team member's work may be overshadowed.

The study has contributed to the JD-R model in its application to the organizational behavior studies in that the study has offered empirical evidence from a sub-Saharan African perspective to support the model's reliability. The study has offered that in view of the fact that workplace frustrations are inevitable, there is a need to use organizational resources such as employee developmental experience and team support when frustrations set in. The study has provided several implications for managers for practice. One, organizations should know and should accept the fact that workplace frustrations are inevitable and that these frustrations affect employee performance. Two, in an organizational setting, managers should place more emphasis on proper job designs that will expose employees to multiple knowledge, skills, and abilities over the course of their work-life which will aid them to acquire developmental experience. Three, the findings also imply that to ensure effective performance of employees, managers should first recruit and select employees who have good team spirit into the organization and also ensure that employees that are assembled for team assignment are cohesive, that is, they should be employees who share similar values and characteristics as supported by prior studies (Beal *et al.*, 2003; Rosh *et al.*, 2012; Damoah and Ntsiful, 2016)

In conclusion, the present study examined the moderating effect of developmental experience and team support in the workplace frustration and employee performance relationship. The results of the study confirm the assumption that workplace frustrations negatively affect employee performance. The main finding of the study is that the developmental experience of employee and team support moderate the negative effect of workplace frustrations on employee performance. The study has added Sub-saharan African evidence to the JD-R Model, thereby strengthening its reliability. By the study's findings, managers can turn the negative effect of workplace frustrations on employee performance by enhancing the developmental experience of employees and encouraging teamwork in an organization.

Limitations and Direction for Future Research

The study has offered several contributions. However, there are a few limitations that need to be highlighted. Firstly, because the study was cross-sectional, casual inferences among variables were prevented. Secondly, the study also used self-reported data making feedback from the respondents mirrored their individual perceptions. Thirdly, because the study adopted a survey method, it was also limited with the usual non-response bias. Finally,

further studies should explore how an organization could minimize workplace frustrations by exploring the influence of job design and workplace planning.

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