



WORKING TOOLS AND EMPLOYEES' MISBEHAVIOUR IN PUBLIC TERTIARY INSTITUTIONS IN NIGERIA

Igbe, Joseph Egidi¹,
Ademola Solomon Adewoyin²,
Nwakanma, Emmanuel³ⁱ

¹Department of Sociology,
University of Calabar, Calabar,
Nigeria

²National Examinations Council,
Minna, Niger State,
Nigeria

³Department of Sociology,
University of Port Harcourt,
Rivers State,
Nigeria

Abstract:

The main thrust of this study was to investigate the nexus between working tools and employee misbehaviour in public tertiary institutions in Nigeria. Specifically, the study examined the effect of accessibility of working tools, such as medical and laboratory equipment, office stationery, office furniture, office accommodation and power supply, on employee attitude to work in University of Calabar, Cross River State, Nigeria. The study hypothesised that the independent variable (working tools) has no relationship with the dependent variable (employee misbehaviour). General strain theory was adopted as theoretical framework for the study. The study adopted a cross-sectional survey research design and a quantitative method of data collection and analysis. The instrument for data collection was a 30-item questionnaire. Data were elicited from 361 respondents who were conveniently selected from twelve (12) departments in the University of Calabar. The respondents were selected from various faculties, departments, units, and centres in the University of Calabar. The data generated were analysed using statistical methods such as linear regression and simple percentage analysis. Findings revealed that there is a significant relationship between working tools and employee misbehaviour in the University of Calabar. Thus, the study recommended, among others, that the University of Calabar management should ensure that working tools such as medical and laboratory equipment, office stationery, office furniture, office

ⁱ Correspondence: email igbejoe@unical.edu.ng, adewoyin.ademola@yahoo.com,
emmanuel.nwakanma@uniport.edu.ng

accommodation and power supply are made available to employees at all times, as this will build a positive mental picture of the working environment for the employees which will in turn reduce the tendency for organisational misbehaviour or misconduct such as absenteeism, insubordination, truancy, dereliction and abandonment of duty, among others.

Keywords: working tools, employees', misbehaviour, job, productivity, and work environment, development, socio-economic, economic crime, programme

1. Introduction

Working tools in tertiary institutions are the material resources, equipment and other office paraphernalia provided for staff to optimise their performance in service delivery (Issah, Abubakari & Wuptiga 2016). Working tools are essentially important for job performance as it increases the levels of operation, and improves accuracy. Simply put, working tools are those things that enable the employees to carry out their day-to-day activities (Peretomode, 2001; Lawanson & Gede, 2011). The basic working tools that are used in tertiary institutions are numerous but not limited to equipment, stationery, furniture, and of course accommodation to house both the staff and materials. On the other hand, employee misbehaviour in tertiary institutions includes any intentional wrongful, improper or unlawful act which is considered inimical to the goals of the institution (Fairbrother & Warn, 2003). Employees in tertiary institutions are said to have engaged in organisational misbehaviour when their conduct in the workplace is unfavourable to the progress of the institution or violates the norms of the organisation (Peter, Okpa & Okoi, 2020). Employee misbehaviour, also referred to as "employee misconduct", in tertiary institutions in Nigeria is classified into three main parts which include: minor misconduct, major misconduct and gross misconduct, based on their severity in terms of impact on organizational goal attainment, competitive edge, profit and efficiency. This study concentrates on acts such as; lateness to work, truancy, unauthorised absenteeism, loitering, dereliction of duty, doing side-business using office space and time, abandonment of duty, etc, which can be classified under minor and major misconduct in most tertiary institutions in Nigeria (University of Abuja Conditions of Service for Senior Staff, 1990; Moti 2014; University of Calabar Conditions of Service, 2014:125). However, there are a good number of literature on the importance of working tools as part of the general working conditions in an organisation and how it motivates employees to act according to the prescribed norms of the institutions and leads to effective service delivery (Adeyemi & Igbeneweka, 2000; Bandele, 2003; Adesola, 2005; Igbe, Okpa & Aniah, 2017, Babatope, 2010; Ukwayi, & Okpa, 2017; Ipole, Agba, & Okpa, 2018; Ukwayi, Okpa, Adewoyin, Angioha, & Udom, 2017; Iji, Angioha & Okpa, 2019; Ukwayi, Agba, & Okpa, 2018; Peter, Okpa & Ofem, 2020; Peter & Okpa, 2019; Ebingha, Eni & Okpa, 2019; Adeniyi, Eneji, Okpa, 2019; Peter, Okpa & Okoi, 2020; Agba, Okpa & Ogar, 2020;).

The prevalent issues in tertiary institutions in Nigeria with regard to unavailability or depreciating nature of working tools has left most universities grappling with inefficient service delivery and unconducive environment for quality education (Peter, Okpa & Ofem, 2020). The observable and most common practices by the management of most institutions in Nigeria has been to engage in the dissembling and negative act of borrowing tools and equipment from shops or sister institutions to deceive the accreditation teams that comes for inspection from Nigerian Universities' Commission (NUC), and after the exercise, the system returns to status quo of inadequate or lack of tools leaving the workers unable to perform their functions (Igbe, Okpa & Aniah, 2017; Ipole, Agba, & Okpa, 2018). Despite the cries from concerned workers unions, labour leaders, journalists, pressure groups and scholars, no meaningful effort has been put in place to ameliorate or solve these problems. Given the above, the study hypothesizes a relationship between employees' poor attitude to work and unavailability of working tools in tertiary institutions in Nigeria. Hence, the crux of this study is to investigate the nexus between working tools and employee misbehaviour in tertiary institutions in Nigeria, using University of Calabar as a case study.

2. Review of relevant literature

According to Asiabaka, (2008), working tools in the educational system consist of all types of equipment for academic and non-academic activities, in areas for sports and games, medicals, workshops, offices, laboratories, classrooms, farms and gardens etc. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, information and communication technology, cleaning materials, office stationery, computer accessories, internet services, food services, and special facilities for the physically challenged persons among (Asiabaka, 2008; Igbe, Okpa & Aniah, 2017). Similarly, Lawanson and Gede (2011) highlighted the types of facilities the school needs which include instructional, recreational, residential and general-purpose facilities. A study by Akpomi (2003) revealed that working tools like modern office technology facilitate smooth operations in the workplace. Working tools are instrumental to the comfort and conduct of employees in the workplace. Ali, Abdiaziz and Adam (2013) also conceptualized working tools to mean interaction created by the employees with their organisational climate and physical as well as psychological conditions.

Fountain (2007) opined that better services in public institutions require first a thorough rethinking and re-examination of the structure of public services, and then to exploit possibilities of creating value by working across boundaries and jurisdiction to foster potential gains of redesigned services in terms of speed and cost. High efficiency in public service delivery can, therefore, be achieved through the availability of working tools and access to it (Fountain, 2007). Also, Fabiyi and Uzoka (2007), Ojogwu and Alutu (2009) and Olatunji (2013) posited that for proper services and learning to take place, there must be adequate infrastructure and unfortunately in many tertiary institutions in Nigeria, the working tools provided for most departments are grossly inadequate for the

staff to carry out their duties, many employees have no office accommodation, no furniture, inadequate water and power supply in the available offices, poor laboratory equipment, damaged chairs in the classroom among others. These poor conditions dampen the morale of the employees which often affect the quality of service. In this regard, when necessary work tools and facilities are provided to meet the relative needs of the workers, it boosts their morale for optimal job performance (Okebukola, 2002; Ajayi, 2007; Adeyemo, 2010; Babatope, 2010).

Omoniyi and Ogunsanmi (2012) opined that university workers are expected to perform at a high level in the area of curriculum development and without adequate basic facilities for teaching; learning, research and administrative duties, the university system would be in a state of disarray or decay. Uche (2007) conducted a study on facilities in higher institutions and discovered that the improved priorities of tertiary institutions in Nigeria are not staff and student-oriented. Uche's findings revealed that basic working tools or facilities are lacking in higher institutions and hence recommended that the management of tertiary institutions should use their initiatives, creative minds and leadership principles to pay more attention where development is needed, most especially as it concerns students and staff development, welfare and environmental hygiene of the campus (Uche, 2007).

According to Issah, Abubakari & Wuptiga (2016) stress arising from poor facilities in tertiary institutions experienced by employees can lead to feelings of worry, anxiety, anger, fear, frustration which could have a damaging effect on the individuals' health and lead to poor attitude and performance at work (Egu, Ogbonna, Nnennaya & Obiuto, 2014; Issah, Abubakari & Wuptiga, 2016). The negative effects of poor facilities include reduced efficiency, decreased capacity to perform, dampened initiative and a reduced interest in working, increased rigidity of thought, a lack of concern for the organisation and colleagues, and a loss of responsibility (Fairbrother & Warn, 2003).

The tertiary education is important for the growth and development of the entire society and when facilities in these institutions are not sufficient, it becomes a problem for the system to achieve its desired goal (Issah, Abubakari & Wuptiga, 2016). Therefore, the dearth of working tools could lead to job stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour (Adeyemi and Igbineweka, 2000; Babatope, 2010; Nwakanma & Boroh, 2018). According to Ofoegbu and Nwadiani (2006), the major factors influencing stress among higher institution staff include strike and school interruption, delay and irregular payment of salary, lack of instructional facilities, lack of office accommodation, lack of research facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, lack of annual leave/ holiday and underfunding of education (Ofoegbu & Nwadiani, 2006).

Isaiah (2013) and Bhatti, Hashmi, Raza, Shaikh, and Shafiq (2011) identified the extent to which working tools or facilities influence employees' level of job dissatisfaction and their overall performance. Likewise, Kennedy (2001) opined that the quality of school facilities is seen as an influencing factor in the decision making of the individual employees, as to whether they deviate or conform to the normative pattern of the

institution. Although the importance of the facility quality has a bearing on employees' job dissatisfaction in developed and developing countries, the quality of the facility and its availability is an influencing factor to employees' job dissatisfaction and negative behaviour (Benner, 2000; Tye & O'Brien, 2002).

According to Isaiah (2013), the physical state of facilities in an organisation affects the employees' self-esteem, discipline, motivation and interpersonal relationships. Likewise, Dejong (1997) posited that the physical layout and design of the institution could enhance certain instructional strategies, discourage others and have a significant impact on the discipline. The accessibility of facilities (for example, classroom, accommodation, libraries, laboratories, and other instructional materials) in an institution does not only contribute to the growth and development of the educational system but also a plus to employees as it shows the level of ingenuity and commitment of workers toward effective service delivery (Issah, Abubakari & Wuptiga, 2016). If the facilities are inadequate or poor, the quality of service would be impaired and academic activities will decrease. This eventually poses undue pressure, inconveniences and frustration as extra efforts are required (in teaching and researching) by staff (Isaiah, 2013; Igbe, Okpa & Aniah, 2017).

The general position and analysis here are that the socio-economic conditions that are operating in organisations today go to a great extent to determining workers attitude and behaviour. The logic is that the system determines the workplace environment itself. Thus, the worker's response to his/her work is the definition of the situation he found himself (Suleiman, 2013). Employees today are dealing with more complicated work tasks, often working long hours, working in teams and are always in constant interactions with their other counterparts outside of the organisation which goes a long way to impact positively or negatively on their attitude to work (Suleiman, 2013). Hence, Fagbohunge, Akinbode and Ayodeji, (2012) opined that employees' negative attitude to work in public institutions in Nigeria today with regard to working tools has remained a major setback and contentious issues in the growth and development of the nation's tertiary institutions (Fagbohunge, Akinbode & Ayodeji, 2012).

2.1 The general strain theory and employee misbehaviour

General strain theory is associated with Robert Agnew (1985, 2001 & 2004) who expanded the work of Robert K. Merton and Emile Durkheim's theory on Strain and Anomie theory respectively. General strain theory assumes that strain leads to negative emotions, which may lead to some outcomes, including misbehaviour (Agnew, 1992).

The specific strains expressed by Agnew in the theory include the failure to achieve positively valued goals (example, money, status or task completion), the removal of positively valued stimuli (example, loss of a valued possession or position), and the presentation of negatively valued stimuli (example, physical abuse or punishment). While many specific types of strain may fall into these categories, Agnew has attempted to specify the conditions under which strain may lead to misbehaviour. According to him, these strains that are (i) seen as unjust (ii) high in magnitude (iii) associated with

low social control, and (iv) create some incentive to engage in criminal coping are most likely to lead to violence and misbehaviour (Agnew, 1992).

According to this theory, employees experiencing strain may develop negative emotions, including anger, when they see adversity as imposed by others, resentment when they perceive unjust treatment by others, and depression or anxiety when they blame themselves for the stressful consequence. These negative emotions, in turn, necessitate coping responses as a way to relieve internal pressure. It is important to note that while responses to strain may be behavioural, cognitive, or emotional, not all responses are entirely misbehaviour. General strain theory identifies various types of misbehaviour, including absenteeism, instrumental (e.g., property offences), and retaliatory (e.g., violent offences) outcomes, among many others (Agnew, 2001).

Of the various types of negative emotions, anger has been identified as playing the key role in mediating the effect of strain on misbehaviour. This is the case because "*anger increases the individual's level of felt injury, creates a desire for retaliation/vengeance, energises the individual for action, and lowers inhibitions*" (Agnew, 1992: 60). Some studies of the mediating model in general strain theory have focused on anger as the sole intervening factor in the relationship between strain and deviant behaviour, for instance, Mazerolle and Piquero (1997) focused on how anger mediated the impact of strain on violent responses among college students. They found that exposure to various types of strain affected the students' assaultive behaviour, both directly and indirectly, through anger. Agnew (2004) notes that survey research typically measures trait anger or the disposition of anger, whereas general strain theory argues that strain produces situation-specific or short-term anger, which in turn may lead to misbehaviour (Agnew, 2004).

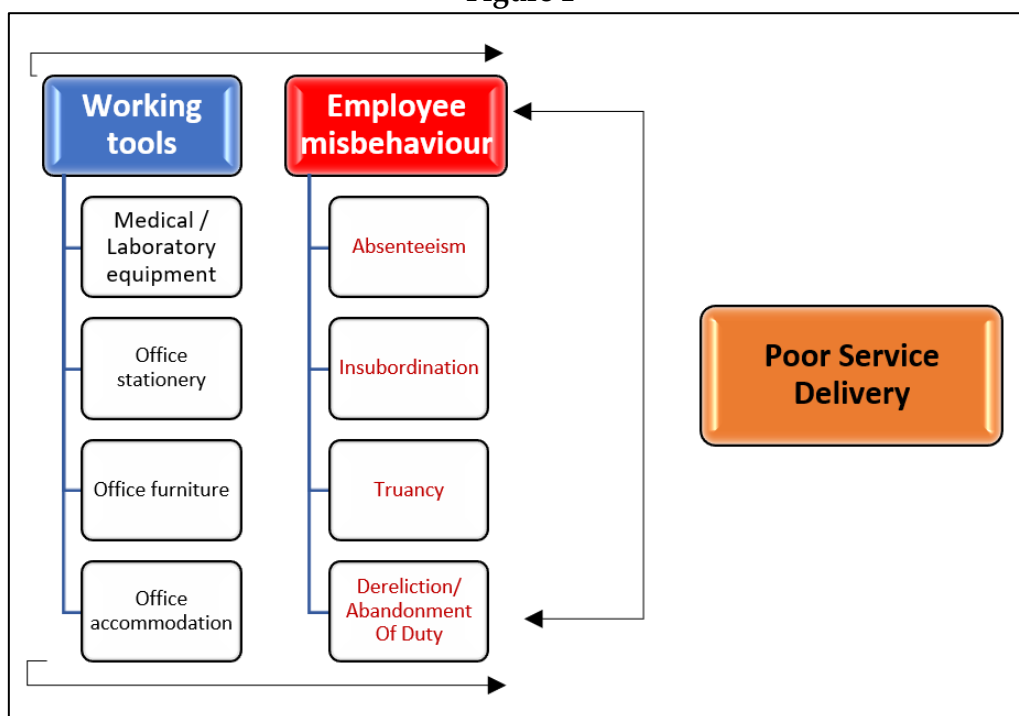
Piquero and Sealock (2000) conducted a study among incarcerated youths on the effects of anger and depression in mediating the impact of strain on both violence and property crime. The results showed that depression failed to predict both types of crime, whereas anger predicted violence but not property crime. There have, however, been a few studies that indicate that the role of other mediating variables, apart from anger, should not be too quickly dismissed. Simons, Yi-Fu, Stewart and Brody (2003), for example, found that strain increased depression, which in turn contributed to the crime. Agnew (2004) opined that researchers should attempt to investigate other variables that may mediate between strain and deviant behaviour. For instance, a strain may increase attitudes favourable to aggression, which in turn may lead to deviant behaviour.

General strain theory has attempted to specify the factors which increase the likelihood that individuals will not cope with strain by engaging in maladaptive behaviour. Agnew contends that misbehaviour becomes a likely outcome when individuals have a low tolerance for strain when they have poor coping skills and resources when they have little conventional social support when they perceive that the costs of engaging in misconduct are low, and when they are disposed to committing crime because of factors such as low self-control, negative emotionality, or their learning history (Agnew, 2004, Baron, 2004). Empirical research has offered some support for the above. Agnew, Brezina, Wright & Cullen, (2002), for example, found that individuals with the personality traits of negative emotionality and low constraint were more likely

to respond to strain with misbehaviour. Such individuals are impulsive, overly active and quick to lose their tempers.

By implication, Robert Agnew identified the conditions which must be present for a strain to result in misbehaviour in the workplace. He opined that strain events can lead to crime when they are (a) seen as unjust, (b) high in magnitude, (c) associated with low social control, and (d) create pressure or incentive for criminal coping (Agnew, 2001). He has identified several strains which have such characteristics. Hence, policy interventions may focus on these types of strains to reduce them and thus reduce misbehaviour among employees in the workplace. Besides, policy interventions may also focus on improving working tools in public institutions to reduce the various types of strain (Agnew, 2001 & 2004).

Figure 1



Source: Authors' illustration (the interplay of the independent variables with the dependent variable and the possible outcome).

3. Methodology

The study adopted a cross-sectional survey research design. This design makes it easy to select employees in the study area to establish the relationship between working tools and employees' misbehaviour. The study area is the University of Calabar in Cross River State, Nigeria, with an overall population of 5,898 employees. Splitting this population according to staff categories (academic and non-academic), it shows that the University of Calabar has 1,484 academic staff and 4,414 non-academic staff working in various faculties, institutes, departments and units (University of Calabar, Nominal Roll, 2019). The sampling techniques adopted for this study were survey-monkey, simple random sampling and convenient sampling techniques. That is, survey-monkey was used to

obtain the sample size while the lottery method of the simple random sampling technique was used to select the required number of units in the area of study and convenient sampling techniques was also used to administer the questionnaire to respondents in the selected units. The sample size of the study was calculated by imputing the total staff strength of 5,898 with a confidence level of 95 % and a marginal error of 5 % which gives a sample size of 361. A self-completion questionnaire was adopted as an instrument for data collection. The questionnaire was divided into two main sections. Section 'A' elicited information on the respondents' demographics such as sex, age, marital status, educational level, staff category and years of experience. Section 'B' consists of 15 items designed to measure working tools; each requires the respondent to indicate the frequency of their responses as either yes or no and if yes to state the reason(s). Data collected were properly checked to make sure all items in each of the questionnaire was responded to. Thereafter, responses were edited, coded and analysed using appropriate statistical methods. Frequency distribution, simple percentages and Linear Regression procedure were also employed.

4. Data presentation and analysis

This section gave a presentation of the respondent's demographic information. The responses to the questionnaire with respect to gender reveal that the majority of 58.61 % (N = 211) were male while only 41.55 % (N = 150) were female, which shows that the University of Calabar employs more male to female in her workforce. The responses to the questionnaire with respect to age reveals that the majority (32.13% or 116) were between 20 – 30 years, respondents between the ages of 31 – 40 years were 27.98% (N = 101), respondents between the ages of 41-50 years were 27.14% (N = 98), while those from 51years and above had a representation of 12.74% (N= 46). Based on this distribution, it shows that respondents between the ages of 20-30 years constituted the dominant group in this study.

The spread of respondents in terms of marital status shows that the majority of 49.86% (N= 180) were married, 48.75% (N =97) were singles while only 1.39% (N= 5) were either widowed, separated or widowers. This means that the married were more among respondents in this category than other groups because the workforce in the University of Calabar comprises mostly of employees of marriageable age. The compartmentalization of respondents in terms of educational level revealed that the majority of the respondents 80.05% (N = 289) have obtained a tertiary education; 18.28% (N = 66) have completed post-primary education, while only about 1.67% of the respondents (N = 6) have completed primary education. This is because the area of study is an academic environment. Employees are often motivated to pursue a higher degree to meet the intellectual and other challenges in the environment.

In responses to the sub-scale on availability of working tools and employees' misbehaviour, most of the respondents indicated "Yes" to all the five items in this subscale (See Table 1). For item 1 which seeks to examine whether "the absence of medical equipment could lead staff who work in medical centres to abandon their duty", the

result shows that 79.78% (N=288) responded Yes, while 20.22 (N=73) responded No. Item 2 which examine whether “workers resort to truancy because of lack of office stationery”, the result showed that 62.60% (N=226) responded Yes, while 37.40% (N=135) responded No. Item 3 examines whether “adequate supply of office furniture to staff could reduce dereliction of duty”, the result showed that 74.24% (N=268) responded Yes, while 25.76% (N=93) responded No. Item 4 examine if “unavailability of office accommodation could lead to absenteeism by employees”, the result showed that 68.14% (N=246) responded Yes, while 31.86% (N=115) responded No.

Finally, the last item examines if “poor supply of electricity could lead to loitering by staff who make use of electric power”, the result showed that 70.08% (N=253) responded Yes, while 29.92% (N=108) responded No. From the result of this analysis, it is revealed that the independent variable (unavailability of working tools) affect the dependent variable (employee misbehaviour).

Table 1: Responses to working tools and employees’ deviant behaviour sub-scale

S/N	Statement	Yes	No
1	The absence of medical equipment could lead staff who work in medical centres to abandon their duty.	288 (79.78)	73 (20.22)
2	Workers resort to truancy because of lack of office stationery.	226 (62.60)	135 (37.40)
3	Adequate supply of office furniture to staff could reduce dereliction of duty.	268 (74.24)	93 (25.76)
4	Unavailability of office accommodation could lead to absenteeism by employees.	246 (68.14)	115 (31.86)
5	Poor supply of electricity could lead to loitering by staff who work with electric power.	253 (70.08)	108 (29.92)

* The number of people who responded to each item is as indicated while percentages are written in parenthesis.

Source: Field survey, 2019.

4.1 Testing of hypothesis

The hypothesis was presented using the Statistical Package for Social Sciences (SPSS) Version 23. Linear regression was used to test the hypothesis. In the null form, the hypothesis states that “there is no significant relationship between the availability of working tools and employees’ misbehaviour”. In this hypothesis, the independent variable is working tools while the dependent variable is the employees’ misbehaviour. To test the hypothesis, linear regression was employed to predict the degree of effect of working tools on the employees’ misbehaviour. Furthermore, the independent variable was disaggregated into five predictor variables – office stationery, writing materials, power supply, medical and laboratory equipment. The decision rule states that the p-value for each term tests the null hypothesis that the coefficient is equal to zero (no effect). Furthermore, a low p-value (< 0.05) indicates that we rejected the null hypothesis. In other words, a predictor that has a low p-value is likely to be a meaningful addition to a model because changes in the predictor's value are related to changes in the response variable. If the P-value is greater than 0.05 accept Ho reject H1. The results of regression analysis

carried out reveal a P value of 0. 00 with df (5,400) and an F value 5.364 this further followed by the t-value of 5.336 as against the critical t-value of 3.723 to determine the influence of working tools on the employees' misbehaviour. Furthermore, since P-value is less than 0.05, thus we reject the null hypothesis and accept the alternative hypothesis. This implies that there is a significant effect between working tools and employees' misbehaviour in the University of Calabar.

Table 2: ANOVA showing influence of working tools on employees' deviant behaviour

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	31.683	5	6.337	5.364	.000 ^b
	Residual	419.353	355	1.181		
	Total	451.036	360			

a. Dependent Variable: employees' deviant behaviour.

b. Predictors: (Constant), office stationeries, writing materials, power supply, medical and laboratory equipment.

Model summary for linear regression analysis of the effect of working tools on employees' deviant behaviour.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.265 ^a	.070	.057	1.08687

a. Predictors: (Constant), office stationeries, writing materials, power supply, medical and laboratory equipment.

Coefficients showing the relationship between working tools & employee deviant behaviour

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.853	.347		5.336	.000
	.209	.047	.234	4.473	.000
1	-.044	.048	-.047	-.918	.359
Office stationeries, medical equipment, writing materials, electric power and water supply.	.028	.047	.032	.596	.552
	.041	.050	.043	.825	.410
	.082	.056	.076	1.457	.146

a. Dependent Variable: employees' deviant behaviour

Source: Field survey 2019

4.2 Discussion of findings

With the help of linear regression analysis, the result of the hypothesis indicated a significant correlation between working tools and employees' misbehaviour in the University of Calabar. This revelation is in tandem with the position of Issah, Abubakari and Wuptiga (2016) who opined that if there appears in any way an inadequacy of working tools in tertiary institutions it could lead to job stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour. In continuation, Issah, et al (2016) and Egu, Ogbonna, Nnennaya and Obiuto (2014) believe that stress arising from poor facilities in tertiary institutions experienced by employees

can lead to feelings of worry, anxiety, anger, fear, frustration which could have a damaging effect on the individuals' health and could lead to poor attitude and poor performance at work. In the extreme, the negative effects of poor working tools in tertiary institutions is that it also reduces efficiency, decreased capacity to perform, dampened initiative and reduced interest in working, increased rigidity of thought, a lack of concern for the organization and colleagues, and a loss of responsibility (Fairbrother & Warn, 2003; Issah et al, 2016; Nwakanma & Boroh, 2018).

Ofoegbu and Nwadiani (2006) also agreed on the result of this hypothesis as they identify other factors that could affect employees' behaviour negatively which include strike and school interruption, delay and irregular payment of salary, lack of instructional facilities, lack of office accommodation, lack of research facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, lack of annual leave/ holiday and underfunding of education (Ofoegbu & Nwadiani, 2006). On this note, Kennedy (2001) posited that the quality of school facilities is seen as an influencing factor in the decision making of individual employees, as to whether they deviate or conform to the normative pattern of the institution. If the facilities are inadequate or not available, the quality of service can be impaired and academic productivity will decrease. This eventually poses undue pressure, inconvenience and frustration as extra efforts are required for teaching and research by staff (Isaiah, 2013; Issah et al, 2016).

5. Conclusion and Recommendations

The study revealed that the unavailability of working tools has a negative effect on workers behaviour. However, it is noted in the findings of the study that employees respond positively to work when the needed working tools like office stationery, furniture, internet services, adequate medical services, power and water supply are provided. Given this, it was therefore concluded that working tools are a correlate of employees' misbehaviour in the tertiary institutions in Nigeria.

Based on these, and to meet the challenges faced in tertiary institutions in Nigeria, it is recommended that the management of tertiary institutions in Nigeria should make an adequate supply of working tools to her employees at all levels to enable them to render their services comfortably and effectively. Furthermore, that a proactive rather than reactive approach should be adopted in terms of funding for adequate provision of working tools as well as other facilities in Nigeria's tertiary institutions. By doing this, both the state and the federal government should make funding of tertiary institutions a priority in line with UNESCO prescription through her budgetary allocation to education. Government should ensure that funds allocated in these regards are used for the provision of suitable working tools through proper auditing and periodic monitoring. More importantly in line with the findings of this paper, attention should be given to the provision of facilities such as conducive offices, instructional materials, classrooms, laboratories, supply of electricity, water supply, road network and information services

among others. There is also a need to pay attention to the areas of maintenance culture by the management of tertiary institutions in the country.

Conflict of interest statement

There is no conflict of interest among the authors

Authors contributions

All the authors contributed and approved of the submission of this manuscript

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