

Role Diversity and Incompatibility among Female Non – Academic Staff in Public Universities in Nigeria

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Abstract: This paper investigated role diversity and incompatibility among female non-academic staff in public universities in Nigeria. Descriptive survey research design was used for this study. One research question guided this study. Population of this study is 6,000 which comprised 3500 males and 2,500 females’ staff of Chukwuemeka Odimegwu Ojukwu University and Enugu State University (ESUT). Stratified random sampling technique was used to select 40 male students from Law and Accountancy Department of Chukwuemeka Odimegwu Ojukwu University, Anambra state. On the other hand, 45 female students were selected from Business Administration and Economics Department of Enugu state University (ESUT). This gave a total sample size of 85 students. Instrument used for data collection was a researcher developed questionnaire “titled role diversity and incompatibility among female non-academic staff in public universities in Nigeria. Validation of the instrument was carried out by two specialists from department of Business Education, Madonna University Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. A total of 150 questionnaires were administered to the respondents and a total of 150 questionnaires were returned by respondents, non- got missed. Mean scores were used to analyze the data. The findings from this study reveals that there are role diversity and incompatibility among female non- academic staff in public universities in Nigeria. This has given rise to loafing on duty, harassment scorns of various degrees to visitors and students in public universities in Nigeria. It was recommended that regular reorientation should be given to non- academic staff Nigerian public universities. This would reduce bickering and loafing among non-academic staff during discharge of their responsibilities to students and visitors in public universities in Nigeria.

Keywords: Role, Attitudes of non- academic staff on their Roles, Role Expectations, Role Incompatibility among Female Non- academic Staff of Public Universities.

Introduction

Universities are formal organizations where effective teaching and learning are carried out. In Nigeria, universities are under the management of vice-chancellors and supervision of the National Universities Commission (NUC). Notwithstanding, there are other education regulatory bodies in Nigeria, they include: National council for colleges of education, National council for Nigerian Polytechnics, National Business and Technical Examination Board NABTEB, Federal and state Ministries of Education in Nigeria. Universities are formal organizations where effective teaching and research are carried out. They are established for quality education and manpower development in Nigerian economy and economy of Diasporas countries of the world (Uwazuruike, 2021).

Role

Role is the way and the eye organizations uses to attain greater heights in productivity and effective service delivery (Argyle 1989). Effective role delivery is the basis for organizational existence (Allcorns, 1989). Role is a responsibility or duty discharged by an individual or group of individuals in organizations. Role allocation to staff or employees is imperative for actualization of goals (Goldhope, 1968). It is an official pattern of responsibilities expected from employees occupying designated positions in an organization (Mullins 2000). Staff responsibilities for realization of goals gave rise to their classification into structures such as; line, staff, line staff structures in organizations. Each of the structures in organizations is embedded with roles or responsibilities (Likert, 1967). Roles that exist in organizations for actualizations of set goals of organizations also exist in school or educational institutions (Ogunu, 2001).

Attitudes of Non-academic staff on their Roles

Roles occupied by staff in organizations are actualized or remained unachieved based on leadership style of role holders. It is ideal for staff in administrative position to discharge their responsibilities with acceptable standards or manner so as to actualize the set goals of organizations. Humanly and administrative courtesy is imperative for actualization of organizational goals. In public universities, series of negative attitudes of some administrative staff are tremendously colouring the good image of other administrative staff in public universities in Nigeria. Some administrative staff quarrels a lot with visitors, students and their colleagues, those quarrels or disagreements are exacerbated from that staff poor training at home (Yang et al, 2004)

Role Expectation

In public universities, there are rules and regulations. The level of training and orientations and re-orientations to staff in public universities determines the behavioural conducts a staff of public universities should portray. Roles are carried out in organizations based on organizational expectations or demands. However, some staff discharge their responsibilities in godly manner. Some staff the spirit of doing good flow from their blood vein while some are antagonistic on daily basis.

Role Incompatibility among Female Non- academic Staff of Public Universities

In public universities especially in Nigeria, some women prefer lecturing jobs, while some prefer administrative jobs. It is very clear to understand that the first administrative responsibilities of women start from their homes. Women plan how their family will be together with their husbands. On daily basis, women drafts how food will be provided in their family, how it will be procured, cooked and supplied to their children, they also join hand to plan the education and jobs for their children. Sometimes, when the atmosphere of family discussions are not friendly between a woman and her husband perhaps, her children, the quarrel and disagreements transferred or taken by women to their offices (Greenhaus, 1968, Greenhaus, 2003& Karatepe 2006). It is evident that some women, instead of dropping their provocations at home, indiscriminately transfer the aggression to students, colleagues and visitors in public universities in Nigeria. Vast majority of informal behaviours portrayed by female academic staff include: Unnecessary shouts, harassment due to some students document poor filling at the point of attending to students in their office, laziness at work, loafing with long discussions thereby keeping students on long waiting outside their offices, unscheduled eating time, (frequenting eating to scare students away), plating their hairs in their offices during working hours, watching and playing games and films with handsets, crying when something that happened in the past is remembered, making long calls with friends and well -wishers, visiting other offices for long discussions without minding if visitors are waiting (Yang, etal 2004). Majority of these misbehaviours are caused as a result of role incompatibility, lack of good knowledge about the demands of the job or role they occupy. Majority of these behaviours are exhibited by female staff in administrative positions in public universities because of god- fatherism, nepotism existing among staff in public universities in Nigeria. However, some students have abandoned their educational pursuits because of the threats and delays exhibited by some female non- academic staff in public universities in Nigeria. These constrains are observed in public universities during clearance for admission, submission of course form, search of missing script, search of missing result, filling for collection of statement of result, certificate and convocation. It is evident that some students return back to their homes late in the evening and at night due to long delays exhibited by some female non-educational academic staff in public universities in Nigeria. Inability of non-academic staff to discharge their responsibilities with utmost confidence, empathy and responsibility is a significant show of role incompatibility.

Statement of the Problem

Public universities are set up for providing effective teaching and learning to students, and as well, provide administrative services to students and the society in general. It is very unfortunate that some visits students make to offices of some non-academic staff are concluded with tug of war or misunderstanding. Most of these visits happens during student's submissions of their files. It is saddening that some misdeeds are greeted with shouts, snub or total rejection of students files. Also, student's reasons or complaints for visiting the office where they will be solved are not attended or solved. Causes of these misunderstanding include: Lack of empathy, wickedness, and role ambiguity. It is evident that some non- academic staff, misdirect some students at the point of using shouts, cry and harassment in their office. Some students have lost personal confidence on several occasions in the hands of some non –academic staff. These have sometimes, caused aggression, tantrums withdrawal, poor academic performances to students as a result of the above infractions mated out on them by non- academic staff in public universities in Nigeria.

Concept of Role Diversity

Role diversity is a collection of roles which staff discharge in public universities. There are vagaries of roles staff are responsible for in are in both public and private organizations. The essence of creating role for staff is for proper planning, organization and coordination which lead to realization of set goals. In some organizations, role diversity causes role conflict, especially, when those roles are not properly handled or given to staff that will handle the role properly to realize positive results. Role diversity causes role incongruence, ambiguity or conflicts. This mostly caused by poor training or lack of skills, poor directives, faulty equipment, inadequate financial backing. Other causes of role conflict or role ambiguity in organizations include: Poor planning, organization, coordination and control. In organizations, free rein or careless management of responsibilities results to role conflict and poor realization of goals.

Theoretical Framework

This study was glued with Karl Marx theory of (1818).

Karl Marx was of the view that there are two set of people in the society. Those two set of people are: The bourgeoisies and the proletariat. Marx explained that the bourgeoisies (capitalist) are the owners of means of production while the proletariats are the workers or subordinate (staff). Marx explained that these two groups of people have different power relationship in the society especially, in industries. According to Marx, undue subjugation of junior staff creates structural imbalance. Marx explained that the dichotomy between the capitalist and workers has led to series of exploitations. Marx criticized capitalist theory because it results to unfair treatment or exploitation of workers. However, Marx explained that high level of dominance on workers will lead to class conflicts thus, resulting to classless society. This theory revealed to this study that in organization structures are created. Some people in industries are higher in status (Non-academic staff in public universities), while, some are lower (students). High level of dominance on students by non-academic staff will lead to conflicts. Therefore, there should be staff re- orientation or retraining to bring sanity on students administration in public universities in Nigeria.

Methods

This paper investigated role diversity and incompatibility among female non-academic staff in public universities in Nigeria. Descriptive survey research design was used for this study. One research question guided this study. Population of this study is 6,000 which comprised 3500 males and 2,500 females' staff of Chukwuemeka Odimegwu Ojukwu University and Enugu State University (ESUT). Stratified random sampling technique was used to select 40 male students from Law and Accountancy Department of Chukwuemeka Odimegwu Ojukwu University, Anambra state. On the other hand, 45 female students were selected from Business Administration and Economics Department of Enugu state University (ESUT). This gave a total sample size of 85 students. Instrument used for data collection was a researcher developed questionnaire "titled role diversity and incompatibility among female non-academic staff in public universities in Nigeria. Validation of the instrument was carried out by two specialists from department of Business Education, Madonna University Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. A total of 150 questionnaires were administered to the respondents and a total of 150 questionnaires were returned by respondents, non- got missed. Mean scores were used to analyze the data.

Results

Research Question One: What are the causes of role incompatibility among female non-academic staff of public universities in Nigeria?

Table I: Shows factors that constitute role incompatibility among female non- academic staff of public universities in Nigeria.

Item Statement:	X	Decision	X	Decision
1. Loafing on long discussions	2.70	Agree	2.60	Agree
2. Carrying grievances from home to school	2.80	Agree	2.70	Agree
3. Scorning to students	2.60	Agree	2.70	Agree
4. Plating hair and neglecting attention to students	2.90	Agree	2.70	Agree
5. Making long calls with less attention to students and visitors in the office.	2.70	Agree	2.70	Agree
6. Playing games with hands sets	3.00	Agree	2.60	Agree
7. Watching films without caring to students that are waiting to be attended to, in their offices.	2.60	Agree	2.60	Agree
8. Misplacement of files	2.70	Agree	2.80	Agree
9. Misdirection of students	2.50	Disagree	2.50	Disagree
10. Confusion on typing and storage of students data on laptops.	2.60	Agree	2.50	Agree

Test of Mean Scores

The above analysis revealed significant role incompatibility among female non-academic staff in public universities in Nigeria. These ranged from loafing, carrying grievances from home to school,. Others include: Scorning on students, loafing on hair making, frequent stay on long calls in office and confusions on typing and storage of students data among others. The mean scores are: 2.50, 2.60, 2.70, 2.80 and 2.90. The mean scores in the analysis are above the decision rule of 2.50 scales, except the mean of 2.50 in no 9. This does not override the mean of other respondents. The mean scores that are greater revealed that there are significant role diversity and incompatibility among female non-academic staff in public universities in Nigeria.

Discussion of Findings

The findings of this study revealed that some female non- academic staff quarrels a lot with visitors, students and their colleagues, those quarrels or disagreements are exacerbated from that staff poor training at home (Yang etal, 2004).

Greenhaus, 1968, Greenhaus, 2003& Karatepe 2006) identified that sometimes, when the atmosphere of family discussions are not friendly between a woman and her husband perhaps, her children, the quarrel and disagreements transferred or taken by women to their offices. They further identified that that some women, instead of dropping their provocations at home, indiscriminately transfer the aggression to students, colleagues and visitors in public universities in Nigeria. Vast majority of informal behaviours portrayed by female academic staff include: Unnecessary shouts, harassment from some students poor filling at the point of attending to students in their office. Other negative impacts on students among non- academic staff include: Laziness at work, loafing with long discussions thereby keeping students on long waiting outside their offices, unscheduled eating time, (frequenting eating to scare students away), plating their hairs in their offices during working hours, watching and playing games and films with handsets, crying when something that happened in the past is remembered and making long calls with friends and well –wishers. (Yang, etal 2004), averred that non-academic staff go to some offices to engage in long discussions without minding if visitors are waiting for them.

However, some students have abandoned their educational pursuits because of the threats and delays exhibited by some female non-academic staff in public universities in Nigeria. These constrains are observed in public universities during clearance for admission, submission of course form, search of missing script, search of missing result, filling for collection of statement of result, certificate and convocation. It is evident that some students return back to their homes late in the evening and at night due to long delays exhibited by some female non-educational academic staff in public universities in Nigeria. Inability of non-academic staff to discharge their responsibilities with utmost confidence, empathy and responsibility is a significant show of role incompatibility.

Recommendations

1. Persistent tangling or disagreement with students and visitors in public universities reduces the good image of non –academic staff of public university. Heads of departments should checkmate activities of secretaries and other administrative officers under their care through conduct of staff reorientation. This would reduce incessant abuse to students and visitors in offices in public universities in Nigeria.

2. Non-academic staff should be trained and retrained on skills of treating students and visitors with courtesy. This would enkindle peaceful cohesion and balanced students and visitors administration in public universities in Nigeria.

Conclusions

Organizations exist for realization of goals. In public universities, roles are created for proper coordination, control and realization of goals. It is unhealthy when staff over step their bounds on their roles. Effective university administration calls for proper training and re- training. Poor delivery of services by non- academic staff dovetails to bad image to a public university. Heightened effects of it results to poor achievement of administrative responsibilities by non- academic staff in public universities in Nigeria.

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