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HOME-WORK INTERFACE AND ADMINISTRATIVE COMPETENCY AMONG ADMINISTRATIVE STAFF IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study investigated the influence of Home-Work Interface and Administrative Competency among Administrative staff in Public Universities in Cross River State of Nigeria. To achieve the purpose of this study, one research question was raised and was converted into a null hypothesis to the guide the study. Related literature was revealed. The ex-facto research design was adopted. Simple random sampling technique was adopted to select 1,040 administrative staff from public universities in Cross River State, Nigeria. Home-Work Interface and Administrative Competency of Administrative Staff Questionnaire (HWIACASQ) was used for data collection. The instrument passes through face validation by researchers who are experts in Measurement and Evaluation. The Cronbach Alpha reliability coefficient of the instrument ranges between 0.72 and 0.86. Data collected were analyzed using One-way Analysis of Variance (ANOVA) to test the null hypothesis at 0.05 level of significance. The findings revealed that Home-Work Interface has significance influence on administrative competency of administrative staff in terms of service delivery and not significant in terms of job specialization and job satisfaction. The study recommended among others that universities management should device a method of obtaining feedback from their workers regarding their home situations so as to be able to redesign jobs responsibilities to enhance administrative competency.

Keywords: Home-Work Interface, Administrative Competency, Service Delivery, Job Specialization, Job Satisfaction.

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INTRODUCTION

All over the world, working men and women struggle to manage their work and family responsibilities. This continual struggle is detrimental to both work and their family lives (Ekpo & Ndum, 2021). As a result, understanding and promoting work-family balance has become a top agenda item for business, government and universities management. The purpose of this article is to provide workers, their families and policy makers in organizations and government with insight, advice and recommendations for policies and practice that will ease the strain of working parent. A high rate of employee turnover can be detrimental to organizations when knowledgeable and experience personnel leave and replacements needs to be found and trained to assume positions of responsibility. This can be costly to employers and have a direct negative impact on an organization efficiency and effectiveness (Ndum & Ekpo, 2020). In general, turnover is significantly harmful to organizational performance. Job delivery refers to an employee ability to carry out responsibilities in their work place effectively. Job specialization includes the capacity to determine how, when and where work should be done, without necessarily being supervised by others, as well as the authority to make decisions on the job since you are a specialist. Family control is a parallel concept referring to the ability to exert control over things that happens in the family environment. It should be recognized that many families events (e.g, dealing with a sick child or aging parent) have an element of unpredictability that make it more difficult for an individual to exert control over them compared to their ability to control work conditions and tasks (Wonah et al., 2016). Still, many services and supports such as flexible work scheduling, the capacity to telework, and access to high quality child care and home care services would allow individuals to have greater control in the family domain. Employees with greater work or family demands seem to be more susceptible to work home conflict (Ekpo & Ndum, 2021).

The work-home interface is a broad concept referring to the myriad of ways families and workplaces intersect. These intersections may either produce negative or positive results or cause one of the two entities to be an inhibiting or facilitating factor to the functioning of the other. The way the two entities impact each other have implications for parenting, child development, individual well-being and capacity to care for extended family member such as aging parents (Erin & Hill, 2020). For adequate understanding of the work-home interface, it is necessary to understand why problems with integrating the work and family domains of life arise and what consequence result from a lack of work-home integration. Men and women do not experience the work-home interfaces similarly, nor do parent and people who do not have children. Moreover, not all men and women are alike, nor are all mothers and father. Job satisfaction or employee satisfaction is a measure of workers' contentedness with their job, whether they like the job or individual aspects of facets of jobs, such a nature of work or supervision. Job satisfaction can be measured in cognitive, affective and behavioral component (Tachia & Chris, 2018). Job satisfaction refers to an employee's pleasurable or positive emotional state resulting from one's job or job experience (Lisa, 2015).

Job specialization is a process that occurs when employees gain knowledge, education and experience in a specific area of expertise. Job specialization occurs when a job is composed of a small part of a larger task or process. Job specialization sometimes referred to as the division of labour, is a process in which employees develop specific skills, experience and knowledge in a particular area in other to gain the expertise required to perform certain aspect of the job. This

process often involves training and creates skill employees who are able to complete tasks within their realm of expertise with minimum supervision.

Administrative competency refers to the skill, knowledge, qualification, capacity of authority to manage or direct the affair of a public or private office, business or organization (Wonah et al., 2016).

Statement of the Problem

Administrative staff in public universities are faced with an increase in expectations for their services to the university, students and people coming into the universities for one service or the other. They are required to attend to students, provide administrative services to people visiting the university. It has been observed that students, parents and the public complained about the decline in delivery, job specialization and job satisfaction of administrative staff as most time they are not on sit to carry out their job responsibilities. Frequently, administrative staff are blamed for non-specialization, non-satisfied in carrying out their administrative responsibilities. In view of this, this study seek to investigate the influence of home-work interface on administrative competency among administrative staff in public universities.

Objectives of the Study

The main reason for this study is to determine if home-work interface can influence the administrative competency among administrative staff in public universities with an emphasis on University of Calabar and Cross River State.

The specific purposes of the research were to determine the extent to which home-work interface influence the administrative competency of administrative staff in term of service delivery, job specialization and job satisfaction.

Research Question

The study was guided by this research question:

- To what extent does home-work interface influence the administrative competency of administrative staff in term of service delivery, job specialization and job satisfaction.

Statement of Hypothesis

Hypothesis was formulated as follows:

- Home-work interface does not significantly influence the administrative competency of administrative staff in term of service delivery, job specialization and job satisfaction.

METHODOLOGY

The research adopted ex-post facto design. This design permits the examination of the independent variable (Home-work interface) in retrospect to their possible influence on the

dependent variable (administrative competency of administrative staff) in public universities in Cross River State (Amara & Amaechi, 2010).

Population and Sample

The study consisted of every administrative staff of public universities in the area of study. The study population was Five Thousand, One Hundred and Sixty Five (5,165). The sampling was obtained using stratified random sampling technique. For a representative sample of the administrative staff in the institution to be obtained, 20 percent sample was drawn from each of the universities. The sample size for the study was One Thousand and Forty (1,040) administrative staff, 600 administrative staff from university of Calabar while 440 administrative staff from of Cross River State University (male and female) were drawn out of the 5,165 administrative staff in the two public universities.

Instrument

The data for this study were collected using a questionnaire titled Home-Work Interface and Administrative Competency of Administrative Staff Questionnaire (HWIACASQ). The HWIACASQ was divided into three sections.

Section A dealt with the respondents' demographic data. Section B consisted of 10 items. A modified four point Likert scale of strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D) was used to measure Home-work interface. The respondents were told to tick the option that best describe their responses. The content and face validity of the research instrument was examined by expert in measurement and evaluation. The reliability of the instrument (HWIACASQ) was obtained through a trial testing. This was done by a trial test group constituted by random selection of 100 administrative staff from the population of the study. Copies of the questionnaire were administered on the randomly selected administrative staff. The questionnaire copies were collected, coded and scored. Cronbach Alpha method was used to find out the reliability of the instrument which ranges from 0.74 to 0.84.

Procedure for data collection/Analysis

Copies of the questionnaire were administered directly to the respondents. The respondents were assured of confidentiality. One Thousand and Forty (1,040) questionnaires were administered while 936 copies were completed and retrieved. This represent 90 percent rate of return. The data collected were analyzed using a One-way analysis of variance (ANOVA).

RESULT

Research Question 1: To what extent does home-work interface influence the administrative competency of administrative staff in term of service delivery, job specialization and job satisfaction.

Table 1: Description statistics and one-way analysis of variance (ANOVA) of the influence of home-work interface on administrative competency in term of service delivery, job specialization and job satisfaction

Administrative competency		Home-work interface	N	Mean	Std. deviation	
Service delivery		Low	220	16.72	2.22	
		Moderate	240	17.02	2.30	
		High	476	25.08	2.80	
		Total	936	19.60	2.44	
Job specialization		Low	220	15.31	2.38	
		Moderate	240	16.24	3.29	
		High	476	17.67	2.18	
		Total	936	16.41	2.62	
Job satisfaction		Low	220	16.27	2.16	
		Moderate	240	16.74	2.13	
		High	476	17.67	2.06	
		Total	936	16.89	2.12	
Administrative staff output	Source of variation	Sum of squares	Df	Mean squares	F-ratio	P-level
Service delivery	Between groups	340.20	2	170.10	17.13	.002
	Within groups	9262.68	933	9.93		
	Total	9602.88	935			
Job specialization	Between groups	110.12	2	55.06	2.81	.003
	Within groups	18246.14	933	19.56		
	Total	18356.26	935			
Job satisfaction	Between groups	66.96	2	33.48	2.55	.171
	Within groups	12246.84	933	13.13		
	Total	10333.80	935			

Significant at 0.5 ($F_2, 933 = 3.02$)

Table one shows that Home-work interface significantly influence the administrative competency of administrative staff in term of service delivery ($F = 17.13, p < .05$). With this the null hypothesis was rejected and the alternative hypothesis accepted as calculated F-ratio of 17.13 was greater than the critical.

The analysis in table 1 indicates a significant influence of home-work interface on administrative competency in term of service delivery, while home-work interface does not significantly influence administrative competency in term of job specialization and job satisfaction.

Further observation of table 1 shows that home-work interface does not significantly influence administrative competency in term of job specialization ($F = 2.81, p > .05$) and job satisfaction ($F = 2.55, p > .05$). Null hypothesis in these case were accepted and the alternate hypothesis rejected since the calculated F-ratio of 2.81 and 2.55 were found to be less than the critical F-ratio of 3.02 at .05 alpha level.

Since home-work interface significantly influence administrative competency in term of service delivery, the Fisher (LSD) multiple comparison test was carried out. F-ratio of 3.02 at .05 significance level. Further the Fisher Least Significant Different (LSD) multiple comparison test was done. The LSD result is shown in Table 2.

Table 2: Fisher's (LSD) multiple comparison test analysis of influence of home-work interface

Administrative competency	Home-work interface	Low (n = 220)	Moderate (n = 240)	High (n = 467)
Service delivery	Low	12.72	-0.30	-12.86
	Moderate	-2.73*	13.02	-12.56
	High	-7.36*	-3.97*	25.58
		MSW = 10.03		

* significant at .05

Table 2 indicate that administrative competency in term of service delivery, administrative staff who perceived high home-work interface had significant greater mean score for service delivery than administrative staff who perceived it as low ($t = -7.36$) and moderate ($t = -3.97^*$). Administrative staff who perceived moderate home-work interface have a significant greater mean score than those who perceived it as low ($t = -2.73^*$). This implies that administrative staff who perceived high home-work interface has more challenges in coping with service delivery.

Discussion of Findings

Based on the result obtained from the study, it was revealed that home-work interface significantly influence administrative competency of administrative staff in term of service delivery. This finding is a confirmation with the findings in a study carried out by Wonah et al. (2016) on Administrative Functions of Department Heads and Non-Academic Staff tasks performances. This finding is also in confirmation with the finding of Nasir (2001) who's finding in a study carried out among staff in Nigeria Universities which revealed that home-work interface were significantly related to administrative competency of the staff.

The finding of this study is in line with the finding in a study carried out by Nilufar et al. (2009), which revealed that the home-work interface significantly and directly affect job performance. The reason behind this finding is because home and work are inter-related and mutually dependent to the extent that experience in one can have effect on the other (Ekpo & Ndum, 2021). Another finding revealed that home-work interface do not significantly influence administrative competency of administrative staff in terms of job specialization and job satisfaction. This corroborates the view of Okon (2009) who indicated that the interference of home or domestic activities on work activities had no adverse effect on occupational effectiveness. This is in agreement with (Udoh, 2006) who said that home-work interface if properly handled by the staff cannot affect job performance.

CONCLUSION

From the finding of the study it was concluded that home-work interface significantly influenced the administrative competency of administrative staff in term of service delivery. It was also concluded that home-work interface does not significantly influence the administrative competency of administrative staff in term of job specialization and job satisfaction.

Recommendations

- Universities management should device a method of obtaining feedback from their workers regarding their home activities so as to be able to redesign work activities to enhance administrative competency.
- More administrative staff be employed to reduce the work burden.
- Staff should employ domestic aid/servants to assist them at home.

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