

The Effect of Administrative Obstacles on Job Performance: A Case of Universities in South-South, Nigeria

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Abstract

This study investigates the effect of administrative obstacles on job performance; a case of universities in south-south, Nigeria. Two hypotheses were formulated and tested by using multiple regression technique to justify the truth or otherwise of the hypotheses. The tested null hypotheses were rejected and the alternate hypotheses retained. The inference was drawn that, the administrative obstacles of male and female heads of department correlates with their job performance, and that a significant relationship exist between physical facilities and job performance of heads of department. The impact in the variation is a clear testimony of the fact that administrative obstacles and job performance does not differ significantly from one another. It was recommended from the findings that administrative obstacles seminars and workshop should be organized for incumbent heads of department, so as to expose those administrative obstacles that are inherent in the work environment. Adequate infrastructural facilities should be provided in our universities by the management to ease the job performance of heads of department; and urgent steps such as provision of physical facilities, organization of workshops and seminars should be taken to address the problem of administrative obstacles in the university system.

Keywords: Administrative obstacles, job performance, physical facilities, South-South, Nigeria

1.0 Introduction

Effectiveness of any organization apparently depends on the ability of the chief executive to contend with the administrative obstacles confronting his job performance. William, (2009) succinctly defined administrative obstacles as a situation, event that makes it difficult for individual to do or achieve certain goal. For Schuler, (1992), administrative obstacles are conditions in organization that may hinder job performance if unchecked. Such condition could be constraints on individual's need to achieve and be productive. In this regard, Schuler (1992) came up with five such administrative conditions most frequently identified and researched as particularly strong as obstacles in organizations. They are: role task analysis; job analysis; relationship at work; organizational structure and physical facilities. Role task analysis is the breakdown of performance into detailed levels of specificity to front-end analysis, description of mastery performance and criteria, breakdown of task into step and consideration of the potential worth of solving performance problem (Harless, 2006).

Davey, (2000), defined job performance as the sum total of a worker's execution of assigned tasks. Grouping, assigning, analyzing, and evaluating a worker's job performance generally involved human resources expertise. While for Biagat, (1993), job performance is the

work related activities expected of an employee and how well those activities were accomplished. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. In Nigeria universities today, there are inadequate infrastructural facilities which have constituted serious administrative obstacles on the heads of department toward effective job performance.

Experience has been observed by Tsiakkiros and Pashisardis (2007) as a relevant variable of interest in the determination of the obstacle level and job performance of Heads of department. As a result, it is expected that the more satisfied heads of department are with the profession, the least stressful they may consider the job to be and the more experience, they had, whereas if they are less satisfied, it is expected that the less experience they had the more stressful they consider the job. The study will utilize some of these approaches to find out whether experiences of the heads of department have any relationship on their job performance.

Heads of department of universities in Nigeria are face with the issue of administrative obstacles which has adversely affected their job performance. This is due to absence of physical resources like classrooms, laboratories, libraries and other academic resources. Lack of these resources translates to poor results because it breeds over crowdedness and constitute administrative obstacles among heads of department.

Heads of department are saddled with different administrative duties which may induce depression in the person's life and as such may affect the person's health and job performance or even lead to death. This study sets out to examine the relationship between administrative obstacles and job performance of heads department of universities in south – south, Nigeria.

The researcher has discovered in the course of this work that no attempt has been made by any writer to harmonize different views on relationship between administrative obstacles and job performance of heads of department, especially in the south - south zone. Furthermore, researchers who have written on job obstacles were more on organizational management neglecting other aspects of administrative obstacles. The limitations of the literature on job obstacles are observed, necessitating further robust research in these areas. Besides, studies on relationship between administrative obstacles in the study area (South–South Zone) appear to have been disquietingly neglected. These observed gaps therefore created the need for the study. The main purpose of this study is to determine the relationship between administrative obstacles and job performance of heads of department of universities in south-south, Nigeria.

REVIEW OF RELATED LITERATURE AND CONCEPTUAL ISSUES

2.1 Concept of administrative obstacles

Psychologist such as Schuler (1980) has presented interesting theoretical analysis of administrative obstacles from varying perspectives. These include the integrative transactional model of stress, the facet-analytical model and the person-environment fir model. A model of obstacles in organizations is important not only because it provides an understanding of what obstacles exist in an organization and how they work, but also, because it shows what the outcomes of obstacles are, and what and where qualities of individuals influence their reaction to management of obstacles in organizations.

The integrative transactional process model of stress proposes non linear but reciprocal relationships. The main thrust of the model is that an individual experiences stress from his

perception of the environment with his own set of unique skills, needs and characteristics thus, what is an obstacle for one person may not be for another. According to Schuler (1980) an individual's response to the obstacles may alleviate or provoke even more obstacles. Thus, it is important to treat the components of the obstacles model as having multi-directional causation between them so that all components can be viewed as either causes or effects.

Process refers to what happens over time or across administrative obstacles.

According to Schuler (1982) it contains two elements:

- The actual interchange between the person and the environment and
- The person's responses over time to the obstacles experienced.

Thus obstacles are not just a dynamic situation of importance involving uncertainty, but one which evokes individual responses that occur over time. The model is referred to as integrative since it has been developed from the literature and research in several, diverse areas and because study of obstacles requires an interdisciplinary team.

The components of the transactional process model are the environmental stressors, individual characteristics and individual responses. Individual characteristics include; those which influence primary appraisal process on individual makes of the environment and those, which influence an individual's short term, intermediate and long term responses. Schuler (1982) said that physiological, psychological and behavioural are categorized as responses.

This model of obstacles proposed argues that stress originates from an individual's roles in an organization and that within each role category there are environmental stressors, which are: interpersonal relationships, organizational structure and career development change. The model, however, holds that the development of stress as a result of roles in organization depends strictly on individual characteristics. Individual characteristics of administrators are very much a function of needs and values, experience, ability and locus of control. These are, however, a function of individual perceptions. The development of stress, according to this model, depends very much on individual physiology and individual responses. Individuals who could not resist obstacles experienced psychological exhaustion. Individual psychological response or resistance is however a function of a number of variables which include physical condition, life style, social support, heredity, experiences and self-esteem (Jarvis,2002). Critical to this model is the definition of obstacles based on individual need for the resolution of dynamic states of uncertainty.

The next model is the facet-analytical model of obstacles. The facet analytical model calls for a definition map, referred to as a mapping sentence. The mapping sentence consists of several facts, each representing a key dimension, or an important general property of the conceptual domain being defined. Specific components of a facet are referred to as elements. The apostles of the fact analytical model will therefore see the subject of obstacles as an interaction of the different elements as shown below:

Facet A: Duration of Demand

This facet identifies the temporal property to the demand involved in the stress transaction. Its elements refer to the distinction between demands which recur regularly, as an ongoing condition in the organization, (element a¹), and demands which appear as a single event (element a₂). Demands which appear on a regular basis, characterized as a chronic condition of the job, are by definition more predictable and perhaps more controllable than the demands categorized in element a₁. Most of the related obstacles role typically studied by researchers, such as role conflict and role ambiguity, belongs to element a₁.

Facet B – Type of Demand

This has traditionally been the dominant facet in empirical obstacles research. This facet includes Ambiguous demand (b_1), conflicting demands (b_2), quantitatively over loading demand (b_3), varied demand (b_4), and complex demand (b_5). B_1 refers to uncertainty or ambiguity about a demand. The employee is unclear about what is required of him. B_2 refers to incongruous ingredients of the same demand or of several demands addressed to the employee, inter-role conflict or conflicting demands addressed to an employee, from different organizational positions which he tries to fulfill, and which saps him both mentally and physically. Element b_3 has to do with an employee demand to compress too many task (meetings, phone calls among others) into a given work time. Element b_4 refers to the extent to which the varied pace of work (e.g. traffic rush hours for patrolmen) is perceived as a demand. The complex tasks addressed in element b_5 , are those, which concern such tasks as to negotiate with many different clients, crossing very often-organizational boundaries or having to complete tasks, which constantly change from one assignment to the next.

Facet C – Source of Demand

The source of demand appears to be an important dimension of the impact of the environment on the employee. The demand may originate from the employee's own work roles or his other roles (e.g. cross pressures from the family and from the employee's managerial position with regard to overtime), from significant others in the organization, including supervisors, peers or subordinates, and from organizational procedure including rules and regulations.

Facet D – Interactional Context

This facet is somewhat not defined in that it consists of a multiplication of two facets: the unit of analysis to which the demand is addressed, namely the employee or his work group, and the aspect of work to which the demand relates, namely work process or work outputs. By work outputs, means the product produced or service rendered.

The second sub-facet, that of the aspect of work to which the demand is addressed, appears important because when employees have little or no control over the outputs of their jobs, such as in automated production lines, and where demands are directed primarily at work processes, employees tend to develop more pronounced maladaptive responses to obstacles, such as depression.

Facet E – Aspect of Resources

Deficiency of resources to withstand a demand may be due either to a qualitative or to a quantitative aspect of the resources, inadequate tools and equipment. The Person-Environment Fit Theory abbreviated as P – E fit theory appears to be the most widely cited and the most extensively tested in field research. The theory rests on the general assumption that the more congruent the characteristics of the person and of the environment in which he is employed, the more favourable the work-related outcomes for the person (Schuler, 1983). The theory predicts that a mismatch between the characteristics of the person and of the environment may be associated with psychological strain (such job dissatisfaction) or physiological strain (for example, high blood pressure).

2.2 Concept of Job Performance

Job performance is a commonly used, yet poorly defines concept in industrial and organization psychology, the branch of psychology that deals with the workplace. It's also part of

Human Resources Management. It most commonly refers to whether a person performs their job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organization outcomes and success. Among the mostly commonly expected theories of job performance comes from the work of John P. Campbell and colleagues. Coming from a psychological perspective, Campbell describes job performance as an individual level variable. That is performance is something a single person does. This differentiates it from more encompassing constructs such as organization performance or national performance which are higher level variables (Davey, 2002).

Features of job performance

- Performance versus outcomes
- Organizational goal relevance
- Multidimensionality

Different types of performance

- Determinants of performance
- Core self-evaluations.

Features of Job Performance

There are several features to Campbell's conceptualization of job performance which help clarify what job performance means.

Performance versus outcomes

First, Campbell (1993), defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviours and actions. Campbell allows for exceptions when defining performance as behaviour. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decision. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural.

The difference between individual controlled action and outcomes is best conveyed through an example. On a sales job, a favourable outcome is a certain level of revenue generated through the sale of something (merchandise, some service, insurance). However, certain factors other than employee's behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can still be low (Otamiri, 1993). The first is performance and the second is the effectiveness of that performance. These two can be decoupled because performance is not the same as Effectiveness.

Another closely related construct is productivity. This can be thought of as a comparison of the amount of Effectiveness that results from a certain level of cost associated with that Effectiveness. In other words, Effectiveness is the ratio of outputs to inputs – those inputs being effort monetary costs, resources, etc. Utility is another related construct which is defined as the value of a particular level of performance, Effectiveness or productivity, utilities of performance, Effectiveness and productivity are value judgments (Campbell, 1990).

Organizational Goal Relevance

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organization goal that are relevant to the job or role. Therefore, performance

does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness (Davey, 2000).

Multidimensionality

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards. Therefore job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour.

Campbell (1990) proposed an eight factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs.

- The first factor is task specific behaviours which include those behaviours that individual undertakes as part of a job. They are core substantive tasks that delineable one jobs from another.
- On the other hand, non-task specific behaviours, the second factor are those behaviours which an individual is required to undertake which do not pertain only to particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour of a sales person might be training new staff members.
- Written and oral communication tasks refer to activities where the incumbent evaluate, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
- An individual's performance can also be assessed in terms of effort, either day to day, or when there are extra-ordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
- The performance domain right also includes an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.
- In jobs where people work closely or are high interdependent performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintains group goals.
- Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishment. These aspects of performance happen in a face to face manner.
- Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organization goal or responding to external stimuli to assist a group in achieving its goals. In addition a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Taxonomy of job performance was proposed and developed for the US navy by Murphy (1994). This model is significantly broader and breaks performance into only four dimensions.

- Task-oriented behaviours are similar to task-specific behaviours in Campbell model. This dimension includes any major tasks relevant to someone's job.
- Inter-personally oriented behaviours are represented by any interaction the focal employee has with other employees. This can be task related or non-task related. This dimension diverges from Campbell's taxonomy because it included behaviours (small talk, socializing, etc) that are not targeting an organization's goal.
- Down-time behaviours are behaviours that employees engage in during their free time either at work or off-site. Down-time behaviours that occur off-site are only considered job performance when they subsequently affect job performance (for example, outside behaviours that cause absenteeism).
- Destructive behaviours in addition to these models dividing performance into dimensions. Others have identified different types of behaviours making up performance.

2.3 Theoretical underpinning

This study is anchored on Path –goal theory of leader performance effectiveness, Propounded by House (1971). The path – goal theory of leadership suggests that the performance of subordinate is affected by the extent to which the manager satisfies their expectations. House (1971) path – goal theory stipulated that subordinate will see leadership behaviour as a motivational influence to the extent that it means the following: satisfaction of their needs is dependent upon effective performance; and the necessary direction, Guidance, training and support which would otherwise be lacking is provided. The path-goal theory suggests that the different types of behaviour can be practiced by the same person at different times in varying situations. He further observed that, leadership behaviour is determined by two main situational factors: the personal characteristics of subordinates; and the nature of the task. The personal characteristics of subordinates determines how they will react to the managers behaviour and the extent to which they see such behaviour as an immediate or potential source of need satisfaction, while the nature of the tasks relates to the extent that is routine and structured, or non-routine and unstructured. The path- goal theory is all about employers and employees job performance which is in line with present study.

2.4 Empirical studies

Study by Donald (1995), to investigate administrative obstacles and coping in British Columbia elementary and secondary public school principals. The purpose of the study was to determine administrative obstacles among public schools principals. Three research questions were posed: (1) how does administrative obstacles affect British Columbia public school principals? (2) What coping strategies do British Columbia school principals use to moderate the effects of obstacles: and (3) how do personal and environmental variables interact with obstacles and coping? A three-part questionnaire was mailed to the population of 1455 public school-based principals in B.C. The questionnaire consisted of the Administrative obstacles index (ASI), the Coping preference Scale (CPS), and the Demographic and Biographic Inventory. The response rate to the questionnaire was 44.2% (n=643). The major findings of the study showed that the typical principal perceives that approximately 80% of his total life obstacles are job related. Approximately 50% of the respondents have seriously considered leaving school administration. The overall stress level reported by school principals on the ASI is moderate. The greatest sources

of obstacles are found to relate to heavy workload and lack of time, parent/school conflicts, and administering the negotiated contact. When items on the ASI are ranked according to their item means, nine of the top ten obstacles identified are the same as those reported in other studies reviewed in the literature. The only exception is that, “administering the negotiated contract,” is ranked among the top ten by B.C principals.

Murphy (1995), carried out a study on the causes and consequences of role-based obstacles among Higher Educational Administration in Connecticut, U.S.A. The purpose of the study was to examine the presence of conflict producing situations for higher education administrations. Basic theory and constructs from organizational behaviour research were integrated into a causal model to offer a more comprehensive understanding of role-based obstacles and commitment to the University. Research shows direct relationship between degree of role conflict and various work related outcomes such as job related tension, anxiety, and dissatisfaction; propensity to leave, lack of confidence; and inability to influence decision-making. Studies also show a relationship between high levels of role conflict and ambiguity and decreased organizational commitment. The study includes entry-level and low-level administrators as well as those at mid-and-high-levels. A theoretical perspective is given with an overview of the integrated theoretical framework used to develop the proposed causal model tested in the study. Variable and instrumentation included age, job tenure, sex, years in higher education, role orientation, administration, organization, role conflict, role ambiguity, and organizational commitment. Major findings of the study were discussed in terms of causal influences on role conflict, role ambiguity, and organizational commitment. Specific finding on age and sex suggest that university organizations should make an effort to retain competent administrators and to recruit more qualified women administrators. Minimizing conflict and ambiguity should serve to minimize their negative impact on commitment to the university. The study instruments include: The higher education administrator survey; a comparison of alpha reliability estimates obtained in current sample with those previously reported (N = 362); and scale and descriptors for the variable – organizational level. This study is of importance to this present study because its objective is on the role of administrators in the universities. While the present study involved in administrative stress and job performance and so the result cannot be used to explain the effect of stress in universities of south-south zone.

Another study was conducted by Copper and Ambrose (1984) on perceived role-based obstacles among 1,065 executives drawn from the ten countries on five continents, asked managers from Brazil, Great Britain, Egypt, Germany, Japan, Nigeria, Singapore, South Africa, Sweden, and the United States. The purpose of the study was to investigate their perceptions of the major causes or job obstacles. Among the 15 obstacles most frequently mentioned were: Time pressures and deadlines, Work load, Inadequately trained subordinates, Long working hours, Attending meetings, Demands of work on private and social life, Demands of work on relationship with family, Keeping up with new technology, Personal belief conflicting with those of the organization, Taking work home, Lack of power and influence, Interpersonal relations, The amount of traveling required by the nature of work, Doing jobs below of competence Incompetent boss. Major findings from the study revealed that, time pressure and deadlines were the most frequently mentioned obstacles, closely followed by worked, long working hours, meetings etc. Nigerian managers found long working hours and the demands of work on family relations to be

particularly stressful. This study has some similarities with the present study because it dwelled on stressors and their causes.

Oboegbulem (1995) investigated and identified obstacles in the work environment of secondary school teachers and principals in Enugu and Anambra States and the strategies they adopt in the management of stress on the job. The purpose of the study was to determine stressors in the work environment and strategies adopted in the managing job obstacles. The design of the study was a survey. The study population consisted of 14, 191 teachers and all principals in 457 secondary schools in all the education zones in the two states. Fifty, percent of all the schools in each state were drawn by simple random sampling technique. Thirty percent of the teachers in the selected schools were selected through proportionate random sampling. Based on the research questions and three variables of gender, qualification and experience of teachers' nine hypotheses were formulated and tested in her study. To elicit information from teachers and principals on factors in their work environment they perceive as sources of stress, Obstacles and obstacles Management Inventory (SSM) was constructed on a four point scale. It was administered on the respondent. The following results were obtained: Considerable stress on the job was experienced by secondary school teachers in Anambra and Enugu States. Poor working conditions, students; misbehaviour, poor school structure and time pressure were generally the sources of obstacles derived from the above stressors. Irrespective of gender, qualification and teaching experience, school principals and teachers were dissatisfied with their conditions of service. Major findings of the study revealed that the most stressful working conditions for the teachers and principals were inadequate salary, delayed payment of salary, poor promotion opportunities, delayed promotion and involuntary transfers. Noisy and disruptive student's poor work attitude, low ability of students, non classes were obstacles perceived as moderately or highly stressful. Female teachers perceived poor working condition relating to salary, promotion, staff development, decision-making and transfer as more stressful, while low status of the teaching profession was perceived by male teachers as significantly more tasking.

METHODOLOGY

This section is a description of the procedure the researcher employed in the conduct of this study. The study adopted a correlational survey designed to establish the extent of relationship between the variables of administrative obstacles and job performance. The area covered by the study is South-South, Nigeria. South-South zone is one of the six Geo-political zones in Nigeria. The zone is an oil producing area. The region has mixed vegetation of forest, savannah and rain forest. The zone has substantial number of federal and state universities and the researcher sees the region as having thickly populated federal and state universities. In the effort to control such large universities, the heads of department are bound to experience administrative obstacles.

ANALYSIS AND DISCUSSION OF FINDINGS

This section deals with analysis of the empirical study and the discussion of the findings derived from the study.

4.1 Test of hypotheses

Hypothesis 1

H₀₁: The administrative obstacles of male and female heads of department do not correlate significantly with their job performance.

Table 1: Regression analysis of administrative obstacles and job performance among Male and female heads of department

Variable		SS	DF	MS	F	Sig
Male	Regression	16.16	1	16.15	76.52	0.00
	Residual	45.15	214	0.21		
	Total	64.30	215			
Female	Regression	11.48	1	11.48	85.52	0.00
	Residual	11.01	82	0.13		
	Total	22.49	83			

$\alpha = 0.05$

In order to test hypothesis 1 (H_{01}), regression analysis was used. The result in Table 1 shows that an F-ratio of 76.52 with associated probability value of 0.00 was obtained for male heads of department. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The result in Table 1 also shows that an F-ratio of 85.51 with associated probability value of 0.00 was obtained for female heads of department. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The null hypothesis was therefore rejected and inference drawn that, the administrative obstacles of male and female heads of department correlates with their job performance.

Hypothesis 2

H₀₂: There is no significant relationship between physical facilities and job performance among heads of department.

Table 2: Regression Analysis of physical facilities and job performance of heads of department

Variable	SS	DF	MS	F	Sig
Regression	13.08	1	13.08	59.33	0.00
Residual	41.02	332	0.22		
Total	54.10	333			

$\alpha = 0.05$

In order to test hypothesis 2 (H_{02}), regression analysis was used. The result in Table 2 shows that an F-ratio of 59.33 with associated probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The null hypothesis was therefore rejected and inference drawn that, there is a significant relationship between physical facilities and job performance of heads of department.

4.2 Discussion of findings

In order to test hypothesis 1 (H_{01}), regression analysis was used. The result in Table 1 shows that an F-ratio of 76.52 with associated probability value of 0.00 was obtained for male heads of HOD. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The result in Table 1 also shows that an F-ratio of 85.51 with associated probability value of 0.00 was obtained for female HOD. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The null hypothesis was therefore rejected and inference drawn that, the administrative

obstacles of male and female heads of department correlates with their job performance. The result supports the findings of other earlier research which indicated that gender influences job performance Coley (1990), Okeke (2001), and Uko (2002), in their studies showed that male are better school administrators. Eboka (2008), reported that male principals influence on teacher morale was higher than the influence of female principals on teachers morale.

In order to test hypothesis 2, (H_{02}), regression analysis was used. The result in Table 2 shows that an F-ratio of 59.33 with associated probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 and it was found to be significant because 0.00 was less than 0.05. The null hypothesis was therefore rejected and inferences drawn that, there is a significant relationship between physical facilities and job performance of heads of department. The findings of this study is in line with Jarvis (2002) who posit that such condition as physical facilities of an organization which include the presence of pathogenic agents such as poisons and chemicals; noise, space, privacy and visibility, each of these conditions in the work place is associated with a need.

5.0 CONCLUSION AND RECOMMENDATIONS

The findings of this study interpreted and discussed present image of university academic Staff (HOD) in Nigerian universities, university administrators and policy makes Vis-à-vis the educational system of the country. These implications are examined with the context of relationship between physical facilities and job performance and extent of administrative obstacles of male and female heads of department correlates with their job performance, especially those in the six universities covered in this study (University of Calabar, university of Uyo, University of port Harcourt, Cross River university of Technology, Rivers State university of science and Technology, and Delta state University of science and Technology).

Based on the findings of this study, the following recommendations are made;

- i). Administrative obstacles seminars and workshop should be organized for incumbent heads of department. This will expose those administrative obstacles that are inherent in the work environment.
- ii). Adequate infrastructural facilities should be provided in our universities by the university management. This will ease the job performance of heads of department.
- ii). Urgent steps such as provision of physical facilities, organization of workshops and seminars should be taken to address the problem of administrative obstacles in the university system.

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