

MOONLIGHTING PRACTICES AND CONTRIBUTION TO QUALITY MAINTENANCE IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

The study examined moonlighting practices among the academic staff of the tertiary institutions in Rivers State. Two research questions and two hypotheses guided the study. The population of the study comprised 3,980 academic staff in the eight tertiary institutions in Rivers State with the sample size of 700 staff which was 17.6% of the population and was selected through stratified random sampling technique. The instrument used for data collection was a questionnaire titled Moonlighting Practice for Maintenance of Academic Standard Questionnaire (MPMASQ). The reliability index of 0.73 was obtained using test re-test method while Pearson Product Moment Correlation Coefficient was used for estimation. Mean and standard deviation were used to answer the research questions while z-test of difference for independent samples was used to test the hypotheses at 0.05 level of significance. The findings of the study showed that part-time provide requisite knowledge needed in the places of their secondary service and manpower building capacity. They also assist in the establishment of new departments and faculties. Services provided by casual workers are marked with dissatisfaction, demoralization and inferiority complex. Some of the recommendations of the study included that part-time working arrangement and casualization of workers should be scrapped by the government and the employees given full employment. Also, the government should provide adequate and proper working conditions to checkmate the adverse effects of moonlighting practices.

Keywords: Moonlighting, Practices, Quality, Maintenance, Tertiary

Introduction

The prevalent economic indices today clearly point to the fact that a high percentage of workers in the nation can hardly live comfortably with their monthly pay pack. This has given rise to the idea that somebody who has a primary or permanent job can use his or her spare time to engage in secondary or side jobs in order to increase the earning power. Among the professionals in Nigeria and the world at large, there is a dire need for additional sources of income aside what the primary full-time employment can offer. On the other hand, the employers of

labour are biting hard, grappling with avenues of getting the best out of their employees without lowering their standards. Thus, employers of labour seek to enact policies to checkmate multiple job holding or moonlighting by their workers. Speaking in general terms, moonlighting otherwise known as multiple job-holding could be seen as having an extra job in addition to one's primary job. According to Cambridge Dictionary, it denotes the act of working at an extra job especially without telling your main employer. It is often assumed that the primary job is a full-time job. The origin of moonlighting

globally dates back right from the 1950s and from what can be observed, moonlighting has come to stay.

In fact, it is steadily increasing in momentum as economic stress keeps deepening all over the globe.

This situation is succinctly attested to by Betts (2011), as he observed that moonlighting has become a well-established global trend which can be found in both skilled and unskilled labour. Betts posits that certain occupations unusually have high rates of moonlighting such as teaching, medical residency, information systems and uniformed professionals. The teaching profession he noted therefore, has been termed as one with of the highest number of moonlighters.

The practice of moonlighting with all the good intentions it appears to hold, still seems to have given rise to deterioration of scholarship in Nigeria university system as widely acknowledged. This calls for a quick and serious attention from all those at the helm of affairs in the educational sector of Nigerian economy. Among tertiary institutions in Nigeria, there exists a great need to survey into the moonlighting practice to ascertain what it actually is, coupled with its implication on the job performance of academic staff towards maintaining the set standards of the tertiary institutions which is to produce highly qualified manpower for the nation's development. In order to achieve this objective, the gap exists to objectively delve into the rudiments of this practice to find out its components, why university lecturers indulge in moonlighting and how this might affect the performance of their duties. Based on these findings, policies could be promulgated towards achieving the desired outcome in education through the practice. The phenomenon of moonlighting deserves to be given due attention by the management of

universities and all tertiary institutions as a whole in order to glean the best out of it.

Theoretical Review

The Expectancy Theory propounded by Victor Vroom in 1964 was considered apt for this study. This theory states that a person's needs, when satisfied by a particular job, there is low probability that such a person will seek for alternatives or a secondary job. This implies that the question of moonlighting would not occur. Conversely put, where moonlighting is being practiced by employees, it is an indication that job satisfaction is lacking.

According to Herzberg and Allen, Show and Griffith as cited by Mulokozi (2015), variables such as amount of salary, planned incentives, fringe benefits, company's promotion policies, work environment, all play very important role in fulfilling the expectation of the employees. The availability and adequacy of these factors within an organization show positive perception of organizational support. Therefore, in a situation where employees are engaged in moonlighting activities, the management of the institutions ought to look deeply into the working conditions of the employees. It could be a pointer to poor working conditions. As rightly captured by Appleby in Kpee (2015), people will act only in face of reasonable expectation that their action will lead to the attainment of desired goals.

Part-Time Lecturing and Academic Staff in Tertiary Institutions

Part-time activity denotes an activity or work done for periods of time shorter than the usual hours or schedule of work. It is an arrangement made for work to be done only during part of the usual working day or time. Therefore, whilst full time employees spend averagely 8 – 9 hours on their jobs daily, the part - time workers go below this work schedule in the

educational sector and other establishments. Certain part - time arrangements take place in the evenings or weekends.

In the educational sector, part - time lecturers are employed basically to carry out specific assignments in higher institutions in Nigeria. The practice of part time lecturing is becoming rampant especially with the current scarcity of job and multiplication of private universities in the country. This cadre of lecturers receives their pay according to the number of hours they put in daily, weekly or monthly. Most times the universities hire part time lecturers to fill areas where the permanent employees do not have the skill to perform particular jobs. Other gaps the part-time lecturers usually fill are to stand in for employees that have gone for sabbatical leave, sick leave or study leave. One other feature of part-time lecturing is that the contract involves working for not more than 35 hours in one week. This category of contract is covered by the Nigerian Employment Act (2017).

Another factor that has greatly encouraged the practice of part-time lecturing arrangement is the increase in sandwich and part time study programmes in tertiary institutions. Although it could be alluded that part-time lecturing has provided avenue for the alleviation of the work load on permanent employees and the dissemination of education, yet certain pitfalls are entrenched in this arrangement. The quality of services rendered by part-time workers most times does not measure up to the expectation of the institution thereby compromising the standard educational output. The part-time lecturer has limited time of interaction with the students which does not make for a balanced interaction in the teaching/learning process. There is also the issue of continuity since the times spent with students are disjointed. With all these issues, which act as deterrents to the

achievement of high-quality education, one wonders if the arrangement has not reduced the quality of the graduates of Nigerian tertiary education system. In other to glean the best out of this arrangement and also maintain academic standard, the set rules and procedures given by the governing bodies of tertiary institutions such as National University Commission (NUC), National Commission of Colleges of Education (NCCE) and National Board of Technical Education (NBTE) should be strictly complied with.

Casual Workers and Academic Staff in Tertiary Institutions

A casual worker is a person who has temporary employment as opposed to a permanent worker who has regular employment. A casual worker has an arrangement of working on a daily basis when the establishment has need of him. According to Nigerian Employment and Labour Law in Nigeria (2017), as quoted by Adeshina, Akande and Aiyepola (2017), casualization of workers is recognized by Nigerian law and an employer of labour owes a casual worker the duty to uphold right of payment as agreed by both parties under the contract. Under this arrangement generally, the worker has no entitlements such as annual leave, medical care allowances, security allowances, severance benefits, gratuity, insurance benefit as enjoyed by full-time employees. (Okafor in Eneware 2017). This cadre of employees operate without any sort of collective bargaining agreement or negotiations for conditions of employment. They do not also enjoy the benefits.

Employers of labour take to this arrangement in order to reduce cost in their establishment and thereby maximize profit at the expense of the workers' welfare. Casualization of workers has without doubt boosted the practice of moonlighting because of lack of job security and also

low level of payment. The Nigerian Labour Law (2004) Section 7 (1) on contracts and employment condemns the casualization of workers. International labour laws around the world sees a casual worker as one who has a contract which runs for about six months and its duration is determined by natural circumstances. This means that a casual worker can hardly plan his/her life based on the job hence moonlighting is the order of the day in such setting. However, despite the ill notwithstanding, casualization of workers is still been practiced in many sectors of the economy including education. Just as the part-time academic staff, the quality of job being done by the casual workers appears to be generally below standards due to the ill conditions that have bedeviled the entire working arrangement thereby compromising the university output at the long run.

Aim and Objectives of the Study

The aim of this study was to examine how academic staff moonlighting practices contribute to the maintenance of standard in the tertiary institutions in Rivers State, Nigeria. Specifically, the objectives of this study were to:

1. identify the ways academic staff part-time lecturing practices contribute to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.
2. determine how casual worker status of academic staff contributes to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.

Research Questions

The following research questions guided this study:

1. In what ways do part-time lecturing practices among academic staff contribute to the maintenance of academic standard in tertiary

institutions in Rivers State, Nigeria?

2. How does casual worker status of academic staff contribute to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria?

Hypotheses

The following research hypotheses guided the study:

- Ho₁: There is no significant difference between the mean scores of male and female academic staff on the contribution of part-time lecturing in the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.
- Ho₂: There is no significant difference between the mean scores of male and female academic staff on casual worker status in the maintenance of academic standard in the tertiary institutions in Rivers State, Nigeria.

Methodology

The researchers adopted descriptive survey design. The population of the study consisted of 3980 academic staff in the eight tertiary institutions in Rivers State. The sample size was 700 staff drawn from the population using stratified random sampling technique. The rationale for the selection was Taro Yemane's minimum sample size determination technique. 680 copies of the questionnaire were properly completed and retrieved which indicated 97.14% rate of return. The instrument for data collection was a self-structured 35 item questionnaire titled Moonlighting Practices and Maintenance of Academic Standard Questionnaire' (MPMASQ). Test-retest associated with Pearson Product Moment Correlation Coefficient was used to establish the reliability index at 0.73. Mean and standard deviation scores were used to answer research questions using

criterion mean of 2.50 for decision making while z-test of difference for independent

sample at 0.05 alpha level was used for the test of hypotheses.

Research Question One: In what ways do part-time lecturing practices among academic staff contribute to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria?

Table 1: Mean and standard deviation of the items related to how part-time lecturing practices contribute to the maintenance of standard

S/N	Item Statement	Male n = 367		Female n = 313		General n=680		Remarks
		Mean \bar{x}_1 SD ₁		Mean \bar{x}_2 SD ₂		Mean \bar{x}_3 SD ₃		
1.	Part-time lecturing helps foster creativity among students	2.49	0.94	2.39	1.04	2.44	0.99	Disagree
2.	Part-time academic staff often provide the requisite knowledge needed by the tertiary institutions	2.50	1.16	3.03	0.92	2.74	1.09	Agree
3.	Part-time academic staff often help out in the establishment of new faculties or departments	2.74	0.80	2.49	0.79	2.62	0.84	Agree
4.	Part-time lecturers are less connected with colleagues and the institutions	2.35	0.92	2.42	1.00	2.39	0.96	Disagree
5.	The institutions of primary employment often suffer when her staff goes for part-time lecturing	2.50	0.86	2.13	0.93	2.33	0.92	Agree
6.	Part-time lecturing is a reliable means of building manpower needs of tertiary institutions	2.34	1.00	2.35	0.91	2.34	0.96	Disagree
7.	Part-time academic staff most times are unavailable for extended students learning and advising	2.68	1.13	2.81	0.90	2.74	1.03	Agree
AggregateMean		2.51	0.97	2.51	0.92	2.51	0.97	Agree

Results in table 1 shows that generally the academic staff irrespective of their gender-based responses, had the means scores that ranged from 2.33 to 2.74 respectively for items 12 and 9. Specifically, it means that items 8, 11, 12 and 13 had mean scores lower than the criterion mean 2.50 while items 9, 10 and 14 had mean scores greater than the criterion mean value of 2.50. Thus, the practice of part-time lecturing among academic staff contribute to the

maintenance of standard in tertiary institution in the following ways.

- Provision of requisite knowledge needed by the tertiary institutions.
- Help in the establishment of new faculties or departments

Providing reliable means of building manpower needs of tertiary institutions

Research Question Two: How does casual worker status of academic staff contribute to the maintenance of academic standard in tertiary institution in Rivers State, Nigeria?

Table 2: Mean and standard deviation on how casual worker status of academic staff contributes to the maintenance of standard in tertiary institutions

S/N	Item Statement	Male 367	N	=	Female =313	N	General N=680	Remarks
		Mean \bar{x}_1 SD ₁			Mean \bar{x}_2 SD ₂		Mean \bar{x}_3 SD ₃	
8.	Casualization of workers makes them feel inferior and unsatisfied with the jobs	2.99	0.94		2.68	1.31	2.84 1.13	Agreed
	The status of casual workers demotivates academic staff	2.32	0.99		2.47	0.91	2.39 0.96	Disagreed
9.	Casual workers have difficulties in accessing basic resources such as office space, office equipment, library services etc.	2.10	0.90		2.19	0.95	2.14 0.92	Disagreed
10	Academic staff with the status of casual workers injects vigour into the institutions of secondary service	2.30	0.90		2.02	1.06	2.17 0.99	Disagreed
11	Casual academic staff enjoy the same benefits given to permanent employees	1.90	0.94		2.01	0.89	1.95 0.92	Disagreed
12	Casual academic staff render half-hearted	2.10	0.99		2.03	0.90	2.06 0.95	Disagreed

	services because of poor working conditions								
13	Casual working status unveils unique joy and fulfillment among staff	2.05	0.89	2.44	0.92	2.23	0.92		Disagreed
AggregateMean		2.25	0.93	2.26	0.99	2.25	0.97		Disagreed

Table 2 shows that, based on the responses of academic staff irrespective of their gender on how the casual worker status contributes to the maintenance of standard in tertiary institutions, mean values ranging from 2.06 to 2.84 were obtained. Specifically, the mean scores for items 23, 24, 25, 26, 27 and 28 were all lower than the criterion mean value of 2.50 while item 22 with mean value of 2.84 was greater than the criterion mean value of 2.50. Thus, it was deduced that casual worker status of academic staff contributes to the maintenance of standard negatively through inferiority complex and do not have satisfaction with the job. Considering

the responses made by only the male academic staff, the mean values of items ranges from 1.90 to 2.99 for items 26 and 28 respectively. However, the mean values for items 23, 24, 25, 26, 27 and 28 were only below the criterion mean value while only that of item 22 that was greater than the criterion mean value. Then from the 21 responses of only female academic staff, mean value that ranged from 2.01 to 2.68 were obtained respectively for items 26 and 28. Succinctly, the mean values for items 23, 24, 25, 26, 27 and 28 were all below the criterion mean value while that of only item 22 was greater than the criterion mean value of 2.50.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean scores of male and female academic staff on the contribution of part-time lecturing to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.

Table 3: Independent z-test on the contribution of part-time lecturing to the maintenance of academic standard

Gender	n	Mean	SD	Mean diff.	df	z- value	Alpha level	p.value	Decision
Male	367	2.49	1.97						
Female	313	2.38	1.01	0.113	678	1.493	0.05	0.136	H0 ₂
ΣN=680									Accepted

P>0.05

Results in table 3 revealed that the mean scores of the male and female academic staff on the contribution of part-time lecturing to the maintenance of academic standard in tertiary institutions are 2.49 and 2.38 respectively. The mean scores

gave rise to a mean difference value of 0.113 which in turn has a z-calculated value of 1.493. This z-value was obtained at a degree of freedom of 678 and 0.136 level of significance. Thus, the null hypothesis was accepted indicating that no significant mean difference existed

between male and female on their responses on how part-time lecturing

contributes to academic standard in tertiary institutions in Rivers State.

Hypothesis 2: There is no significant difference between the male and female academic staff on how casual worker status contributes to the maintenance of academic standard in tertiary institutions.

Table 4: Independent z-test analysis on the contribution of casual worker status to the maintenance of academic standard

Gender	n	Mean	SD	Mean diff.	df	z-value	Alpha level	p.value	Decision
Male	367	2.25	0.99	0.014	678	0.186	0.05	0.852	H ₀₄ Accepted
Female	313	2.27	1.033						
ΣN=680									

P>0.05

Results in table 4 revealed that the male and female academic staff had the mean scores of 2.25 and 2.27 respectively on the contribution of casual worker status on the maintenance of academic standard in tertiary institutions in Rivers State. These mean values lead to a mean difference of 0.186 between them. However, when the mean difference was subjected to an independent z-test, a calculated z-value of 0.186 was obtained at degree of freedom of 678 at 0.852 level of significance. Thus, the null hypothesis was accepted indicating that no significant mean difference existed between the male and female responses on the contribution of casual worker status to the maintenance of academic standard.

Discussion of Findings

Academic Staff Part-Time Lecturing Practices Contribute to the Maintenance of Academic Standard in Tertiary Institutions in Rivers State

Through this study, it could be established that part – time lecturers provide the requisite knowledge needed in tertiary institutions, help out in the establishment of new faculties and departments and also provide manpower building facilities. As rightly observed by Wissman and Collins in Sabron and Hassim (2016),

moonlighting practices remain a reliable avenue through which many employees enhance their skills in the places of primary employment, improve their employability, gain job satisfaction and also increase their capability to balance the demand of social life. This position is resonated by Pouliakas (2017) when he observed that the practice can motivate and increase job satisfaction, positively affect job mobility and create larger room for career prospects. Moreover, outside the school community, moonlighting practices employee the needed wealth of experience in the area establishing business endeavour when occasion calls for it. Researchers such as Kisumano and Wa-Mbaleka (2017) and Wamukayo (2014), all agree that moonlighting practice serves as a way to cushion financial stress especially with the economic melt-down sweeping across the globe. To them, monetary incentive and job security play major roles in peoples' desire to get into moonlighting practices. More still, shortage of manpower in tertiary institutions creates the vacuum that moonlighters fill up. However, more can be gleaned from part – time lecturers if they are elevated to the position of permanent staff so that the can impact more in the students for maintenance of academic standards. This

will help to get the best out of the part – time lecturing arrangement.

With all the good motives of moonlighting activities well-acknowledged, Bilal, Ali and Ali (2016) have lamented over the rapid rate of increase of moonlighting activities with the passage of time. Their main focus is on the damage being caused by the practice on marriage and social lives of the people. Their study revealed that 62% of their respondents acknowledge their family lives being adversely affected in that they run very busy schedule and so feel tired after work. This has brought about psychological damage as moonlighting participants can hardly handle their jobs positively and properly. Although some lecturers who engage in moonlighting believe that they can successfully strike a work-life balance by having proper execution of time management. In their recommendations, the researchers proposed that multiple job holders should do proper time management; government should provide allowances to employees so as to stick to one job and lecturers should endeavour to stick to only family friendly jobs.

Casual Worker Status of Academic Staff Contributes to the Maintenance of Academic Standard in Tertiary Institutions in Rivers State

Through the study, it is proved that casual worker status of lecturers' services in tertiary institutions are influenced by feelings of inferiority and dissatisfaction, demotivation, demoralization, unhappiness, inability to meet needs of life due to meagre income and being seen as less-privileged workers. The casual worker according to the view of Aladekomo in Eneware (2017), in Nigeria is an arrangement that favours the organization more than the employee. This is the situation because the organization pays the casual workers less while the employee is

meant to perform the same job being done by permanent employers in the same establishment.

The finding of the study also tallies with the position held by Adeshina, Akande and Aiyepola (2017) who viewed a casual worker as one that enjoys no entitlement such as annual leave, medical care allowances, security allowances, severance benefits, gratuity, insurance benefit and others given to their full-time counterparts. The fact that no job satisfaction is being associated with the status of a casual worker is the bane of poor commitment found in this arena. The International Labour Organization (ILO) saw a casual worker as one whose contract runs for about six months and its duration is hardly stable. The implication of this is that the casual staff can hardly plan their lives based on the jobs hence moonlighting practices becomes a reliable alternative for sustenance.

The ills of the casual worker status notwithstanding, this arrangement still serves as one of the components of moonlighting practices in the educational sector although the standard of work being done most times is rated as substandard. The reason for this is not farfetched – the unfavourable condition of service which at the long run results in compromising the university output.

As the educational system in the nation awaits the era of total eradication of this rather deplorable employment status, the take of the researcher is that the suggestions of the above scholars be considered by the government. This will undoubtedly contribute hugely in the improvement rendered by casual workers and consequently enhance the maintenance of the standard of academic in the tertiary institutions system.

Conclusion

In concluding this study, it has been established that the components of moonlighting practices possess the potentials of positively contributing to the maintenance of academic standards in the higher institutions of learning. Nevertheless, if not adroitly managed, the same components can ruin the nation's educational sector.

Recommendation

1. Teamwork/collaboration among colleagues in higher institutions can ease off the rough edges of moonlighting activities. The school management authorities should encourage this.
2. The management authorities should provide internet/conferencing facilities as these can help tremendously to take of the lack of continuity which is a lapse in moonlighting practices.

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