

Management of Moonlighting for Quality Performance among Academics in Tertiary Institutions in Bayelsa State

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Abstract

The study investigates Management of Moonlighting for quality performance among Academic staff in Tertiary Institutions in Bayelsa State. Two research questions and two hypotheses guided the study; the population of the study is 919 members of Academic staff in seven tertiary institutions in Bayelsa State with sample size of 459 in the seven tertiary institutions in Bayelsa State drawn through a stratified random sampling technique. The instrument for the study is a questionnaire tagged Management of Moonlighting for Quality Performance among Academic staff in Tertiary Institution in Bayelsa State (MMQPASTI) it was validated at a reliability index of 0.73 ascertained through t-test method. Mean standard deviation and rank order were used to answer the research questions while z-test of difference for independent sample was used to test the hypotheses at 0.05 level of significance. The findings of the study indicates that working conditions and staff development training influenced practicing of moonlighting in tertiary institutions in tertiary institutions in Bayelsa State. Some of the recommendations were made such as the provision of adequate and proper working conditions to discourage moonlighting and also the prospect of encouraging staff development programmes to enable the lecturers to be efficient and effective as they become acquainted with modern trends in their endeavours.

INTRODUCTION

Background to the study

Though moonlighting amongst the youth population is on the rise due to their ability to work hard based on their unique energy and physical strength compared to the aged, it should be managed to achieve the desired goals. Moonlighting varies in countries, regions, continents, districts, states and local councils in the world. Moonlighting occurs mainly in the society that is industrialized with small, medium and large scales of enterprises, unlike our immediate (Nigerian) society where unemployment is the order of the day with a teeming population of the youths roaming the streets without being gainfully engaged; Moonlighting should be adequately managed to benefit the general public. Moonlighting has its positive and negative sides based on individuals' understanding and organizational tasks assigned to the personnel. Tertiary institutions are perceived to be high beneficiaries of this concept because of the sharing of knowledge among personnel. It enables the individual develop his or her intellectual ability easily; the tertiary institutions have witnessed the activity of moonlighting since its inception due to its strategic position and its shortfalls in personnel. In 2003, Federal Ministry of Education indicated that there was a total of 18,328 academic staff to look after 433,871 students. By NUC staffing benchmark, a total of 33,951 should be in the system, therefore the academic staff shortfall was 15,718 (46%) in the Nigeria universities in 2000. Nevertheless, moonlighting, part-time, adjunct or multiple job placement by members of academic staff is a norm in the system because the members of staff ascribe to it as ways of impacting knowledge and development of the younger generations instead of restraining

towards transforming the younger generation. They are encouraged to devise various ways to teaching and developing individuals. Moonlighting has enabled the system attain its goals to a certain percentage because moonlighting has enabled us to cover the gap created by insufficient manpower required by various tertiary institutions to attain the goals of tertiary institutions, according to FRN in National Policy on Education in 2004. A case in point is the astronomical growth of universities in Nigeria from the sixties to date is not proportionate with the number of lecturers needed to man these universities. The country has one hundred and twenty nine universities (as at 2015) of which the Federal Government has forty; State thirty-nine and fifty are owned by private individuals/organizations. This excludes the other numerous higher educational institutions in the country which are in dire need for experienced hands, especially professors for accreditation purposes as well as for sound academic impartation. At the same time, moonlighting has increased the level of productivity among the professionals and ensures that their outputs can be compared to their peers. Moonlighting is mainly internal because it deals with migration from one organization to another or taking up job from various organizations within the country. It was based on this that Belts (2000) defines moonlighting as a situation where an employee has multiple job holdings which is commonly understood as having a second or a third job, usually part time, in addition to a primary full-time job. As the case implies, this concept is unique and requires encouragement provided it is well managed to avoid conflicts in the dual job situation.

Statement of the Problem

This study is bothered with eminent problems facing the tertiary institution and specifically the influence of working conditions and staff development training in tertiary institutions in Bayelsa State.

Aim and Objectives of the Study

The aim of the study is to investigate Management of Moonlighting for Quality Performance among Academic staff in Tertiary Institutions in Bayelsa State. Specifically sought to;

- 1) Examine ways working conditions influence Management of moonlighting for Quality Performance among Academic staff in tertiary institutions in Bayelsa State.
- 2) Examine ways staff development training influence Management of Moonlighting for Quality Performance among Academic staff in tertiary institutions in Bayelsa State.

Research Questions

This research questions will guide the study;

- 1) In What ways does working conditions influence Management of moonlighting for Quality Performance among Academic staff in tertiary institutions in Bayelsa State?
- 2) In what ways do staff development training influence Management of moonlighting for Quality Performance among Academic staff in tertiary institutions in Bayelsa State?

Hypotheses

The following hypotheses will guide the study;

- HO₁:** There is no significant difference between the mean rating of male and female lecturers on the ways working conditions influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State.
- HO₂:** There is no significant difference between the mean rating of male and female lecturers on the ways staff development training influence management of moonlighting for quality performance among academics in tertiary institutions in Bayelsa State.

Significance of the Study

The beneficiaries of this study will be management of tertiary institutions, the members of the trade unions in the tertiary institutions like academic and non-academic staff unions, the students, parents and guardians of students, Policy makers and implementors.

Delimitation of the Study

The study will be delimited to the tertiary institutions in Bayelsa State, and specifically, management of moonlighting in tertiary institution academics in Bayelsa State. The content is also delimited to Adjunct lecturers, part-time lecturers, casualization's of staff, working conditions and staff development training in tertiary institutions in Bayelsa State.

Theory and Methodology of the study

A motivational theory by Abraham Maslow, propounded in 1945. Maslow's Need hierarchy theory is deemed fit for this study. The theory states that motivation is the result of persons attempting in fulfilling five hierarchical needs: physiological needs, safety needs, social needs, self esteem and self actualization needs. The physiological need deals with the basic needs of man such as shelter, sleep, smell and touch, safety needs of man is concerned with needs for protection from physical and psychological danger and kinds of threat and deprivation. Social needs (love and belongingness needs), man at this point needs to be loved, affiliation, affection and companionship of others. Self esteem is concerned with individuals need for self confidence, knowledge, independence, recognition, autonomy, competency and change of the person's status and finally self actualization needs, this need is concerned with individuals releasing his or her maximum potential or rising to the peak of the career with happiness and fulfilment. It's simply indicates that this steps are attained the idea of moonlighting will be eliminated to the various minimum and enable the employees depend strictly on their primary job. This is because the main reason for moonlighting is monetary which obviously can meet the first levels of the Maslow's theory. Descriptive design was used in the study; population of the study is 919 academic staff in the seven tertiary institutions in Bayelsa state with a sample of 459 academic staff representing 50% of the entire population. The instrument used for the study is a questionnaire which was validated at a reliability index of 0.78. Mean, standard deviation and rank order were used to answer the research question while z-test of difference for in the independent samples was used to test the hypotheses at 0.05 level of significance.

Research Question 1: In what ways does working conditions influence management of moonlighting for quality performance among academics in tertiary institutions in Bayelsa State?

Table 1: Mean Standard Deviation and Rank order of the opinion of male and female lecturers on the ways working conditions influence management of moonlighting for quality performance among academics in tertiary institutions in Bayelsa State?

S/N	ways part-time lecturers influence moonlighting practice in tertiary institutions	Male (n=241)		Female (n=218)		Rank Mean Set	Rank order	Decision
		Mea n (\bar{x}_1)	Std	Mea n (\bar{x}_2)	Std			
1	Boost the morale of staff towards efficiency.	2.83	0.88	2.65	0.97	2.74	4TH	Agreed

2	Enable the staff understands their specific roles and work according to the rules.	2.91	0.89	2.83	0.95	2.87	1ST	Agreed
3	Gives staff sense of belonging.	2.90	0.97	2.82	0.93	2.86	2 ND	Agreed
4	Leads to job satisfactions.	2.88	1.03	2.70	0.91	2.79	3RD	Agreed
5	Leads to brain drain.	2.11	1.17	2.10	1.13	2.11	5 TH	Disagree d
Aggregate Mean		2.73	0.99	2.62	0.98	2.67		Agreed

Data in Table 1 Showed that respondents in their opinions unanimously agreed on items 16,17,18, and 19 with mean scores of 2.83, 2.91, 2.90, and 2.88 with a rank order of 4th, 1st 2nd, 3rd which is above the criterion mean of 2.5. Disagreed on items 20, with mean scores of 2.11, which is below the criterion mean of 2.5. The aggregate mean scores of 2.73 and 2.62 for male and female which also showed that the respondents agreed on the items listed on the table as ways part-time lecturers influence management of moonlighting for quality performance among academic staff in tertiary institution in Bayelse state. The ways identified included: Boost the morale of staff towards efficiency, Enable the staff understand their specific roles and work according to the rules. Gives staff sense of belonging and Leads to job satisfactions.

Research Question 2: In what ways does staff development training influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State?

Table 2: Mean standard deviation and Rank order of the opinion of male and female lecturers on the ways staff development training influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State?

S/N	ways staff development training influence practice of moonlighting in tertiary institutions	Male (n=241)		Female (n=218)		Mean Set	Rank order	Decision
		Mea n (\bar{x}_1)	Std	Mea n (\bar{x}_2)	Std			
6	Enable staff to be acquitted to most recent trends in their areas of profession.	2.85	0.89	2.82	0.93	2.84	1st	Agreed
7	Enhances effective production amongst staff.	2.76	0.93	2.73	0.97	2.75	4th	Agreed
8	Boos the staff personal qualities.	2.83	0.88	2.65	0.97	2.74	5th	Agreed
9	Leads to networking amongst members from other institutions.	2.75	0.73	2.82	0.93	2.79	2nd	Agreed
10	The process leads to waste of funds.	2.84	0.90	2.65	0.97	2.76	3rd	Agreed
Aggregate Mean		2.81	0.87	2.73	0.95	2.78		Agreed

Data in Table 2 Showed that respondents in their opinions unanimously agreed on items 21,22,23, 24 and 25 with mean scores of 2.84 2.75, 2.74, 2.79 and 2.76 with a rank order of

1st, 4th, 5th, 3rd which is above the criterion mean of 2.5. The aggregate mean scores of 2.81 and 2.73 for male and female which also showed that the respondents agreed on the items listed on the table as ways staff development training influence management of moonlighting for quality performance among academic staff in tertiary institution in Bayelse state. The ways identified included: Enable staff to be acquitted to most recent trends in their areas of profession, Enhances effective production amongst staff, Boost the staff personal qualities, Leads to networking amongst members from other institutions and The process leads to waste of funds.

Hypotheses:1

There is no significant difference between the mean rating of male and female lecturers on ways working conditions influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State.

Table 3: Mean, standard deviation and z-test scores on analysis of difference between the mean rating of male and female lecturers on ways working conditions influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State.

	N	Mean (\bar{X})	SD	Df	z-cal	Critical Value	Decision
Male	241	2.73	0.99	457	1.19	±1.96	Accept H ₀
Female	218	2.62	0.98				

In table 3, the mean rating of 2.73 and 2.62 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 457 degrees of freedom, the calculated z value of 1.19 was far less than the z calculated value of ±1.96. From the analysis above since the calculated z value was far less than the table value, the researcher was constrained to accept the null hypotheses and established that There is no significant difference between the mean rating of male and female lecturers on ways working conditions influence practice of moonlighting in tertiary institutions in Bayelsa State

Hypothesis 2:

There is no significant difference between the mean rating of male and female lecturers on the ways staff development training influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State.

Table 4: Mean, standard deviation and z-test scores on analysis of difference between the mean rating of male and female lecturers on the ways staff development training influence management of moonlighting amongst academics in tertiary institutions in Bayelsa State.

	N	Mean (\bar{X})	SD	Df	z-cal	Critical Value	Decision
Male	241	2.81	0.87	457	0.94	±1.96	Accept H ₀
Female	218	2.73	0.95				

In table 4 the mean rating of 2.81 and 2.73 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 457 degrees of freedom, the calculated z value of 0.94 was far less than the z calculated value of ±1.96. From

the analysis above since the calculated z value was far less than the table value, the researcher was constrained to accept the null hypotheses and established that there is no significant difference between the mean rating of male and female lecturers on the ways staff development training influence management of moonlighting amongst academics in tertiary institutions in Bayelsa State.

Summary of Findings

Findings of the study are summarized under as follows;

1. Working condition influenced management of moonlighting for quality performance among academic staff in tertiary institutions in Rivers State.
2. Staff development training influenced management of moonlighting for quality performance among academic staff in tertiary institutions in Rivers State.
3. No significant difference existed between the mean rating of male and female lecturers on ways working conditions influence management of moonlighting for quality performance among academics in tertiary institutions in Bayelsa State.
10. No significant difference existed between the mean rating of male and female lecturers the ways staff development training influence management of moonlighting for quality performance among academic staff in tertiary institutions in Bayelsa State.

Discussion of findings

This study has revealed clearly the influence of working conditions on moonlighting in tertiary institutions through; boosting the morale of staff towards efficiency, enables the staff understand their specific roles and work according to the rules, gives staff sense of belonging, leads to job satisfactions and leads to brain drain. The findings are in consonant with the opinion of Asobie (1996) laments that what our academic and non-academic staff earns in Nigeria represent 0.005 of the pay of their colleagues in Ghana, Bostwana and Kenya.

Based on this assertion above it is imperative to understand what every work place needs is a conducive environment and to ensure the welfare of the work force is given a priority by ensuring that every worker is given a platform to negotiate and agree on terms which will enable the work force give their best to ensure the goals of the system is attained within a specified period as enshrine in mission statements of the organizations. In the same vein Akindutire (2004) condemned a situation where young graduates who is fortunate to take up job outside the unified public service immediately starts to earn twice his professors' annual income. The idea of working condition should not be treated with levity because it enables the workers perform their duties efficiently and effectively at the same creates an avenue for job satisfaction in our individual.

The study indicated the influence of staff development of programmes in the practice of moonlighting in tertiary institutions as follows; enables staff to be acquitted to recent trends in their professions, enhances effective production amongst staff, boost the staff personal quality, leads to networking amongst members from other institutions, and the process leads to waste of fund. This gesture is supported by Ogundele (2001) indicates that staff development programmes is the process which are directed at the maintenance, updating and enhancement of professional competence.

In the same vein Odu (2000) emphasized that staff development programme is a framework for the expansion of human capital within an organization, a combination of training education. As a matter of fact development of staff in every job is very pertinent and requires adequate attention to ensure productivity and performance is effective, efficient and reliable, towards a goal attainment of the institutions. Basically training is required individual because it ensures everyone who partakes gathers more knowledge's, skills, ideas, concepts required

to excel in our various profession and to get to the next level. In our tertiary institutions is pertinent to understand that staff development training programme is desired to ensure that the best hands and knowledge is developed regularly which will in turn eliminate the idea and concept of bringing in external hands like adjunct, part-time and casual staff to perform the functions due to the less experience and knowledge of the permanent staff.

Implication of the Study

The findings of this study have serious implications in the performance of the lecturers and outputs of the tertiary which translate to the entire nation's economy. To ensure things are done effectively and efficiently in our tertiary institutions the idea of efficient lecturers should be encouraged by creating good working conditions and often train and re train the personal towards better and reliable hands, skill, concept and knowledge. Basically the earnings of academic staff should be given adequate attention including the environment in which the activities is conducted as such eliminating the thoughts and idea of moonlighting practice in tertiary institutions.

Conclusion

The study was concluded by being specific on ways working conditions and staff development programme influenced management of moonlighting for quality performance among academic staff in tertiary institutions in Baylesa State.

Recommendations

This study revealed the following recommendation in line with the findings of the study

1. Adequate and proper working conditions be provided to ensure the best is derived from the workforce through their performance and productivity which is been showcased through their outputs.
2. Regular staff development programmes should be encourage which will enable the lecturers be efficient and effective, also help the staff align to recent trends in their fields of endeavors.

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