

Academic Staff Moonlighting Practices and Maintenance of Standard in Tertiary Institutions in Rivers State, Nigeria

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Abstract

This study is a survey on the academic staff moonlighting activities and the maintenance of the standard in the tertiary institutions in Rivers State. Five research questions and five hypotheses guided the study. The population of the study was made up of 3,980 academic staff found in the eight tertiary institutions in Rivers State with the sample size of 700 (17.6%) got 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 instrument was validated by the researcher's two supervisors and three other experts from Educational Measurement and Evaluation Department. The reliability index of 0.73 was ascertained using Cronbach Alpha and test re-test method. Mean and standard deviation were used to answer the research questions while z-test of difference for independent samples was used in testing the hypotheses at 0.05 level of significance. The findings of the study include that adjunct lecturing contribute to the maintenance of academic standard through novel ideas, infusing new blood, collaboration among colleagues, mentorship and networking of members. Some recommendations include: adjunct lecturing, part – time and sabbatical leave should be adroitly monitored by NUC approved polices, employers and employees should have written and signed document with regards to moonlighting practices and good and adequate working conditions should be provided to discourage some adverse effects of moonlighting practices.

Keywords: Academic Staff, Standard, Tertiary Institution, Rivers State, Nigeria

Introduction

Moonlighting refers to people engaging in extra money yielding activities while still holding their primary employment. It is assumed that the primary job is a full-time employment. Thus, it could be seen as doing of extra side jobs while still keeping the main employment. The practice of moonlighting was prevalent among professionals such as doctors, nurses, lawyers who set up private clinics, drugstores and law chambers respectively. Educators were scarcely involved with this arrangement of holding multiple jobs. The reasons as stated by Betts (2006) in Kisumano and Wa-Mbaleka (2017), was that firstly, educators were supposed to have only one employment; in which they needed time to interact with students to provide the quality of education which should shape the prosperity and future of the people and the nation. However, as could be observed, moonlighting has gradually found its way into the educational system globally, Nigeria inclusive due to one reason or the other.

Ara and Akbar (2016) have aptly viewed that the workforce of an organization plays a very vital role in the achievement of its objective and smooth running. Therefore, in the educational system, the activities of the academic staff occupy a very strategic position in the realization of the goals and objectives. Moonlighting being considered in this light should be appropriately examined to ensure that the activities of the lecturers are properly focused towards realizing the established high standard of education in the universities and other higher institutions in the nation.

Mayer, Wilde, Dinku, fedrourtiz Shitemi, Wahlers and Ziegele (2011), are of the opinion that academic mobility or moonlighting has always existed throughout the history of higher education, however recently, it has come to limelight due to commercialization of higher education. With the advancements in area of Information, Communication and Technology (ICT), including transportation system, there has come increase movement among those who produce, package and disseminate knowledge as well as those who consume education just as other sectors of the world economy. This mobility has to be properly looked into to ascertain whether it impinges on the maintenance of the set academic standards as it relates to the nation Nigeria.

Theoretical Review

This study was anchored on the Motivational Theory propounded by Abraham Maslow in 1954.

Maslow's Theory on Motivation

Maslow's motivational theory of needs asserts that motivation comes as a result of an individual's effort to satisfy the five needs of life which he put in a hierarchical order as physiological needs, safety needs, social needs, self – esteem needs and actualization needs. Maslow described human needs as existing in a hierarchy which means that the basic or physiological needs exist at the bottom of the hierarchy because they are most pressing and would need to be satisfied before the person can give attention to the next cadre of needs. This goes on naturally until it reaches the peak of the pyramid which is self-actualization. The theory holds that motivation results from one's effort to realize the five levels of needs in their hierarchical order.

Thus, because man is a 'wanting being', he continues to strive until he gets to the peak. Therefore, moonlighting is one of the ways of realizing these expectations/needs. This has the implication that when a teacher satisfies a certain level of need, the next level appears and moonlighting practice could serve as a solution for the teacher to go to a higher level of existence. Without the moonlighting practices, the individual may not become fulfilled at the end of the day because he/she may be limited regarding having the needed resources for the attainment of the goals. This motivational theory of needs is deemed appropriate for this study on moonlighting.

Adjunct Lecturing and Academic Staff in Tertiary Institutions

Adjunct has to do with something added or connected to a larger or more important thing. Adjunct lecturing denotes tertiary institution teachers engaging in extra jobs in a different environment while still maintaining the primary employment. Moonlighting practice is often done by senior lecturers of universities or other tertiary institutions who wish to engage in lecturing in other institutions that have need of them. This cadre of academicians often have their services needed in newly established institutions, faculties or rare disciplines. They get enlisted into the category of permanent staff and receive 40% of the salaries paid them in the

place of primary employment. This category of staff plays a major role in areas of lecturing, mentoring young lecturers, academic administrative works, and involvement in research and development. Adjunct lecturers enjoy almost all the benefits of permanent employees of the institutions such as leave allowance, health services, accommodation and security services. They may also be engaged in services such as being board members and attending administrative and faculty meetings. This cadre of lecturers usually do not have tenure in this special assignment but are engaged when the need arises. The tertiary institutions resort to adjunct lecturing because it is cost effective since the schools are hardly funded adequately by the government.

Many advantages accrue from adjunct lecturing arrangement to the institutions of secondary employment which include reduced cost of maintaining permanent staff (instead of promoting senior lecturers), having qualified hands to run rare disciplines and also to establish new faculties and schools. But in the words of Kell (2001), there are questions about the pragmatic aspect of the capacity of adjunct staff in being able to be in the engine room of the change to reform and to influence the sort of behaviours and practices that characterize aspects of the culture of university faculties and departments. To him, if the work of an adjunct lecturer is not systematically built into the system, it will continue to remain peripheral and marginalized from the core activities of the system. This view notwithstanding, adjunct lecturing without contradiction remains a sure way through which cross-breeding of ideas and skills can conveniently be transferred from one institution of learning to another which can boost educational standard. But in order to ensure that neither the place of primary or secondary assignment suffers, the rules set by the governing bodies such as the National University Commission (NUC) should be strictly adhered to.

Sabbatical Leave and Academic Staff in Tertiary Institutions

Sabbatical leave can be seen as a period during which an employee does not report in the place of his/her regular job but remains in the employment of the organization. It could be simply taken as an extended leave from work to pursue a goal, build a skill or for research work. Wikipedia dictionary traces the idea as taken from the Hebrew word '*Shabbat*' that is 'Sabbath' which literally means a ceasing or rest from work or a break, often lasting from one month to a year. It served as an ancient human need to have a time of rest and rejuvenation during a life time.

Traditionally, one only finds sabbaticals in academic careers, but this is no longer the case. People in other walks of life can take sabbatical leave and travel. In recent times, sabbatical leave has come to mean any extended absence in a career of an individual in order to achieve a feat of great value such as travelling extensively for a research, writing a book and so on. In the universities in Nigeria today, sabbatical leave is an entitlement for only senior staff who have put in up to seven years of service.

Sabbatical leave can be beneficial both to employer and the employee altogether, in the sense that getting away to new environment can enhance creativity, open new horizon of thinking, build new skills and as well brush off old antiquities of routine methods. Meetplango (2010), further expressed that sabbatical leave can serve as an ultimate test in succession planning for an establishment. As a leader goes away on sabbatical leave, he can from there look backwards to see and assess how well or otherwise the rest of the staff are coping, this assessment helps in a great measure to know the areas that need improvement.

On the other hand, allowing employee to go on sabbatical leave can adversely affect an organization as the employee may quit the job from that point. With this situation, the

organization is confronted with the task of engaging and training a fresh hand to take over the position and this can attract unbudgeted cost and time.

Within the confines of the Nigerian tertiary institutions, the sabbatical leave can be conveniently classified as a form of moonlighting practice because it affords the academic staff the opportunities to work in other institutions. This has grossly promoted cross breeding of knowledge, networking among academia, tourism, etc. which in turn boost scholarship and maintenance of academic standard. But just as it applies to other moonlighting practices, the school authorities and monitoring bodies must ensure that the opportunity is assiduously utilized else it becomes counter-productive to the nation's academic standard.

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. Determine how academic staff adjunct lecturing practices contribute to the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.
2. Examine how sabbatical leave of academic staff contributes to the maintenance of academic standard in the tertiary institutions in Rivers State, Nigeria.

Research Questions

The following research questions guided this study:

- (i) How does academic staff adjunct lecturing practice contribute to the maintenance of academic standard in the tertiary institutions in Rivers State, Nigeria?
- (ii) In what way does academic staff sabbatical leave involvement 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 adjunct lecturing in the maintenance of academic standard in tertiary institutions in Rivers State, Nigeria.

Ho₃: There is no significant difference between the mean scores of male and female academic staff on the contribution of sabbatical leave in the maintenance of academic standard in the tertiary institutions in Rivers State, Nigeria.

Methodology

The researcher adopted descriptive survey design. The population of the study consisted of 3,980 academic staff in the eight tertiary institutions in Rivers State. The sample size is 700 drawn from the population using stratified random sampling technique. (The rationale for the selection was Taro Yemane's Sample Formula). 680 copies of the questionnaire were properly completed and retrieved, giving 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 and Pearson Product Moment Correlation Coefficient were used to establish the reliability index at 0.73. Mean and standard deviation were used to answer research questions at criterion mean of 2.50 while z-test of difference for independent sample at 0.05 alpha level was used for the hypotheses.

Results

Research Question 1: How does academic staff adjunct lecturing practice contribute to the maintenance of academic standard in tertiary institutions in Rivers State?

Table 1: Mean and standard deviation on how academic staff adjunct practices contribute to academic 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	Adjunct lecturing creates room for new experiences in one's career	3.38	0.58	3.27	0.57	3.33	0.58	Agreed
2	Adjunct lecturing promotes collaboration among tertiary institutions	3.21	0.69	3.12	0.66	3.17	0.68	Agreed
3	Adjunct lecturing brings about negligence of duties among lecturers	2.16	1.03	1.79	1.00	1.99	1.03	Disagreed
4	Adjunct lecturing promotes job satisfaction among lecturers	2.33	0.91	2.53	0.82	2.42	0.88	Disagreed
5	Adjunct lecturing encourages mentorship in tertiary institutions	2.68	1.05	2.47	1.01	2.59	1.04	Agreed
6	Adjunct lecturing leads to poor performance of students in the institutions of primary employment	2.41	0.81	1.81	0.95	2.13	0.94	Disagreed
7	Adjunct lecturing is a way of creating networking among academic staff in tertiary institutions.	2.71	1.14	2.78	1.14	2.74	1.14	Agreed
Aggregate Mean		2.69	0.88	2.53	0.87	2.62	0.89	Agreed

Table1 shows that the combination of the male and female academic staff responses on how academic staff adjunct lecturing contribute to the maintenance of standard in tertiary institutions in Rivers State yielded the mean score ranging from 1.99 for item 3 to 3.33 for item 1. This indicates that the academic staff adjunct lecturing practices contribute to the maintenance of standard in tertiary institution by providing efficient and effective service delivery. Providing means of bringing fresh ideas to the tertiary institutions, maintaining their allotted periods, creating networking among academic staff in tertiary institutions. This is because the mean scores of items 1, 2, 5 and 7 are greater than the criterion mean of 2.50.

Research Question 2: How does academic staff sabbatical leave involvement contribute to the maintenance of academic standard in tertiary institutions in Rivers State Nigeria?

Table 2: Mean and standard deviation on how academic staff sabbatical leave involvement contributes to the maintenance of standard in tertiary institutions

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	
8.	Academic staff on sabbatical leave often inject new ideas in the schools of their places of secondary service	2.68	1.13	2.81	0.91	2.74	1.03	Agreed
9	Academic staff on sabbatical leave often mobilize new and unexpected resources for knowledge production	2.54	1.12	2.73	0.94	2.63	1.05	Agreed
10	Academic staff on sabbatical leave often test the value of newly-constructed truth claims in different settings	2.34	0.98	2.45	0.93	2.39	0.96	Disagreed
11.	Academic staff on sabbatical leave at time refuse to go back to their places of primary	2.66	0.88	2.23	1.06	2.46	0.99	Agreed

	employment thereby causing brain drain							
12.	Academic staff on sabbatical leave are mainly used for image flaunting in new tertiary institutions	2.60	0.99	2.48	1.02	2.55	1.01	Agreed
13.	Academic staff on sabbatical leave neglect their duties in places of secondary employment.	2.04	1.02	2.12	0.94	2.08	0.98	Disagreed
14.	Academic staff on sabbatical leave encourage mentorship of younger staff in tertiary institutions.	2.74	1.01	2.43	1.09	2.60	1.06	Agreed
	Aggregate Mean	2.51	1.01	2.46	0.98	2.49	1.01	Agreed

Table 2, shows the responses of the academic staff related to how their involvement in sabbatical leave contributes maintenance of standard irrespective of their gender. The mean scores that ranged from 2.08 to 2.74 for items 20 and 15 respectively. Specifically, the mean scores of items 17, 18 and 20 are less than the criterion mean value of 2.50 while those of items 15, 16, 19 and 21 are greater than the criterion mean value of 2.50. Thus, it was deduced that the involvement of academic staff on sabbatical leave contributes to the maintenance of standard by the following ways:

- Injecting new ideas in the school of their place of secondary service
- Injecting new strength and vigour into their place of secondary service
- Introducing new and better ideas which is not in exception to their place of primary service.
- Establishing new departments using a more qualified academic staff.

Based on the responses from the male academic staff, the mean values ranging from 2.04 to 2.74 respectively for items 20 and 21 were obtained. The table 4.3 specifically shows that the mean scores for items 17 and 20 were below criterion mean of 2.50 while those of items 15, 16, 18, 19 and 21 were all greater than the criterion mean value of 2.50. On the other hand, following the responses from the female academic staff on how sabbatical leave involvement contributes to the maintenance of standard in tertiary institutions, mean value ranging from 2.12 to 2.81 for items 20 and 15. However that the mean scores for items 17, 18, 19, 20 and 21 were all below the criterion mean value of 2.50 while those of 15 and 16 were greater than the criterion mean value of 2.50.

Hypotheses Testing

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

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

Gender	n	Mean	SD	Mean diff.	df	z-value	Alpha level	p.value	Decision
Male	367	2.70	1.00						
Female	313	2.54	1.04	0.157	678	2.003	0.05	0.046	H ₀₁
	ΣN=680								rejected

P<0.05

In table 3, it was shown that the mean scores of the male and female academic staff on the contribution of adjunct lecturing to the maintenance of standard in tertiary institutions are 2.70 and 2.54 respectively. This indicates that the mean score of the male academic staff is greater than their female counterpart by mean difference of 0.157 which in turn leads to a z-value of 2.003. This z-value 2.003 was obtained at degree of freedom of 678 and 0.046 level of significance ($p < 0.05$). Thus, the mean scores of male and female academic staff on the contribution of adjunct lecturing to the maintenance of standard in tertiary institution differs significantly. So, the null hypothesis is rejected.

Hypothesis 2: There is no significant difference between the mean scores of male and female academic staff on the contribution of sabbatical leave to the maintenance of academic standard in the tertiary institutions in Rivers State, Nigeria.

Table 4: Independent z-test analysis on the contribution of sabbatical leave to the maintenance of academic standard

Gender	N	Mean	SD	Mean diff.	Df	z-value	Alpha level	p.value	Decision
Male	367	2.512	1.05						
Female	313	2.47	1.01	0.046	678	0.577	0.05	0.564	H ₀₃
	ΣN=680								Accepted

P>0.05

Results in table 4.8 reveals that the male and female academic staff had the mean score of 2.512 and 2.47 respectively. This gave rise to a mean difference of 0.046 which when subjected to independent z-test yielded a z-value of 0.577 obtained of degree of freedom of 678 at 0.564 level of significance. So since 0.564 is greater than 0.05, it then deduced that the null hypothesis was accepted. The acceptance of this null hypothesis indicated that no significant mean difference existed between the mean scores of the male and female academic staff on the contribution of sabbatical leave to the maintenance of the academic standard in tertiary institutions.

Discussion of Findings

Academic Staff Adjunct Lecturing Contributes to the Maintenance of Academic Standard in Tertiary Institutions in Rivers State.

The study took a survey at how adjunct lecturing employs her diversified tactics (strategies) in the areas of bringing in novel ideas, infusing new blood, collaboration among

colleagues, mentorship and networking of members. These are in consonance with the view of Eneware (2017) when he describes the adjunct lecturer as one that uses his or her wealth of experience and expertise to bring out the best in the learners. He maintains that the adjunct lecturer supplies the wealth of experience acquired over the years into the area of capacity building in the school system. Also, other spheres of the school system such as administration, research and development benefit hugely from adjunct lecturers. Moreover, the younger generation stand to gain so much from the arrangement as they are adequately mentored through transfer of knowledge which ultimately translates into the production of quality graduates needed in the area of development of the nation. This stand reveals that moonlighting practices have much more to offer beyond just alleviating financial stress. Thus, the view of scholars such as Mulokozi (2015), Kisumano and Wa – Mbaleka (2017), Ara and Akbar (2016) who project moonlighting primarily as a means to boost peoples' income appears to be one-sided. Moonlighting activities have so much more to bring to the table than monetary gains. In lending strength to this position, Livanos and Zangelidis (2010) asserted that people get involved in moonlighting practices both for pecuniary and non-pecuniary motives. To them, multiple-job holding remains an avenue in Greece for regional development in that it helps to reduce regional disparities in economic growth and employment opportunities, thus it increases economic expansion.

On the converse, there are questions raised by Kell (2001) regarding the pragmatic aspect of the capacity of the adjunct staff in being able to act as the engine of change/reformation in influencing the sort of behaviours and practices that characterize certain aspects of the culture of university faculties and departments. This line of argument as also captured by this study, stems from the fact that adjunct lecturers often times are caught in the web of negligence of duty which at the long run results in the poor performance of students.

Yamb and Bikoue (2015), have suggested that in order to reduce the adverse effect of moonlighting activities among lecturers, the government should provide a system of incentives based on three major aspects namely creating an attractive working environment, adoption of hourly remuneration and also there should be a substantial increase in the basic salaries of lecturers to levels comparable to those in other African countries. It is expected that if these steps are implemented, the university lecturers would easily comply to the rules of moonlighting and the advantages that go with the practices will be adequately harnessed.

Sabbatical Leave by Academic Staff Contributes to the Maintenance Academic Standard in Tertiary Institutions.

From the study, it can be deduced that through moonlighting practices of academic staff on sabbatical leave, new ideas, vigour and strength are injected into their place of secondary service, they are able hands in the establishment of new faculties and departments in tertiary institutions, mobilize new and unexpected resources for knowledge production, mentorship of younger staff and are also used for image flaunting during accreditation process. These findings agree with the position of Meetplango (2010) as he maintains that sabbatical leave affords someone who feels exhausted in his or her job the opportunity to re-energize with a view to introduce new skills. At times, one's job responsibilities keep growing more and more to the extent that the person naturally desires some break to engage in something more challenging. Further, he maintains that sabbatical leave just as the study reveals enhances creativity, opens new horizon, builds new skills and also brushes off old antiquities of routine methods.

Although Kisumano and Wa-Mbaleka (2017) opined that the foremost motive for professors' engagement in moonlighting activities remains financial, they also give in to the fact that others factors that encourage the practice include need for external recognition and usefulness, need for a recognized academic ranking in the public system, improvement of intellectual capacity, tourism, pressure of the first job, networking, preparation for a way out from the private sector job insecurity, job alternative option, helping out schools without sufficient faculty amongst others.

With due recognition of the advantages of sabbatical leave programme, the other side of the coin which this study reveals remains is that sabbatical leave creates room for employees to quit their jobs. With this situation, the organization is confronted with the task of engaging and training a fresh hand to take over the position which can attract unbudgeted cost and time. This can be clearly asserted as a major cause of brain drain being witnessed in the nation today as also seen through this study.

Conclusion

Based on the findings of this study, it is concluded that adjunct lecturing and services provided by lecturers on sabbatical leave can be of immeasurable advantage in the maintenance of academic standard in the institutions of higher learning. However, the policies stipulated by the governing bodies of tertiary institutions should be strictly adhere to.

Recommendation

The following recommendations were made as a result of the findings of the study:

1. School authorities should ensure that there are written and signed documents stipulating the days and number of hours moonlighters should indulge.
2. The government should provide good and adequate working conditions to checkmate the adverse effects of moonlighting.

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