SECONDARY SCHOOL TEACHERS' MOONLIGHTING AND JOB EFFECTIVENESS IN FEDERAL GOVERNMENT COLLEGE, ODOGBOLU

Olukunmi Oladejo & Atinuke Ayo-Balogun
The Federal Government College, Odogbolu, Ogun state, Nigeria **&** Department of Business Administration and Management, Federal Polytechnic, Ilaro, Ogun state, Nigeria
timothykunmi@yahoo.com; atinuke.ayobalogun@federalpolyilaro.edu.ng

Abstract

This study examined the secondary school teachers' moonlighting and job effectiveness in Federal Government College Odogbolu. The Ex-post facto research design was employed in this study. Data for the analysis was sourced from the Federal Government College, Odogbolu records for 30 years to test the two hypotheses. Teachers' moonlighting was measured by the number of queries issued in a year to teachers on moonlighting activities and students' performance was measured by the success of students in external examinations in a particular year. The results reveal that moonlighting has a positive and significant relationship (R=.524) with performance of students and that teachers' effectiveness measured by awards received by teachers for good performance has a positive but non-significant (R=.097) with performance of students. The results indicate that moonlighting affects the performance of the students. Although the result shows a positive relationship, by implications it means moonlighting could have an adverse effect on students' performance and should be discouraged. Also awards giving to teachers for performance is not a good proxy for measuring effectiveness of teachers and teachers' effectiveness is not a driver of performance in schools. From the analysis it can be suggested that other drivers of performance should be emphasized and promoted in other to achieve better results.

Keywords: Moonlighting, Effectiveness and Performance

Introduction

The purpose of every business organisation is to excel beyond its competitors, in doing so business organisation is concerned about the effectiveness of human resources(employee). The teacher is one of determinants in the secondary education system and its effectiveness and efficiency depends on the teachers' job performance which may have negative or positive impact on the school goal achievement. The issue of effectiveness of teachers in federal unity colleges in Ogun sate has become a controversial issue especially with regards to quality teaching, external examination results and mentoring of the students. This is because apart from the quality of students and their results allegedly being challenged by parents, higher institutions, ministry of education and other stakeholders; Oyaziwo (2009) said that majority of the Universities are not making any impact in the socio-economic and political development of the country that is yearning for development. An organisation culture is the atmosphere that is created by the social and professional interactions of the individuals; values, beliefs and norms that exist at the organisation that can encourage or discourage effectiveness.

In recent times, the rate of teachers working in extra jobs has been increasing. The achievement of college goals depends much upon teachers' commitment to spend most of their time in preparation of teaching and learning processes (pedagogy), punctuality and regularity to classes, feedback to students, personality, students' application in class and lecturers' professional development community service activities. However, in federal unity colleges in Nigeria, the teachers are working in an uneconomical conditions and environment. Consequently, many teachers decided to embark on moonlighting to make ends meet. This norm discourages teachers in federal government colleges effectiveness and has led to poor quality of the students questioned by parents, higher institutions, ministry of education and other stakeholders; majority of the Universities are not making any significant impact in the socioeconomic and political development of the country. Therefore, it is important to look at the extent of influence of academic staff moonlighting activities on their effectiveness. Therefore, the study hypothesis: $H_0$1: There is no significant impact of teachers moonlighting on students' performance in Federal Government, Odogbolu

Concept of Moonlighting

Serajul (2009) referred moonlighting as working at a secondary job or to work at another job in addition to one's full time job. Betts (2011) stated that moonlighting comprise outdoor work, which means having two or more part-time jobs or additional work. This usually occurs to someone who has a career which is more dominant and acts as a

principal occupation. According to Satarupa, (2012) Moonlighting refers to the situation where an employee holds a second job, whilst in the service of the employer which can also be referred as double jobbing.

Teachers' moonlighting refers to a situation where a lecturer maintains primary employment and engages in additional work to earn extra pay. It could be part-time teaching, teaching private tuition, farming or petty trading. In recent years, there has been increased percentage of teachers in federal unity college working in extra jobs.
Economically, moonlighting arises due to some form of constraint on the primary job environment and culture that limit job's earnings capacity and because the wage paid in the first job may not completely reflect the benefits and costs of working (Ologunde, Akindele & Akande, 2013).

Causes of Teachers Moonlighting

The following have been identified to be the causes of teacher moonlighting. They include teacher motivation, incentives, salary and working condition (Mulokozi, 2015)

Incentives and Staff Moonlighting

Incentives and rewards help to increase job satisfaction. They contribute to the economic achievement of the individual worker by solving some basic needs. This is in line with Maslow' (1954) hierarchy of needs, where he contended that one achieves higher level need after fulfilling the basic needs. Incentives, rewards and fringe benefits are important for motivation of employees because they induce some sense of value to the individual worker. Fringe benefits are rewards for labour, given to a worker in the form other than salaries. These include attributes such as health, sick leave, vacation policies and profit sharing. It can boost employee morale and increase efficiency and effectiveness, and attract new ones to join the company. Therefore, incentives are important for staff retention. Without proper planning, incentives may lead to total dissatisfaction of workers and it can be one of the forces for teachers' moonlighting. Accordingly, lack of incentives therefore may lead to poor performance hence poor productivity. If this is the case lecturers' moonlighting also leads to poor effectiveness since an individual lecturer directs his or her performance to multi-activities, in different organizations, hence contributing little in each station

Teachers' Motivation

Teacher motivation may have a ne gative or positive effect on teacher and student performance. Teacher motivation is the willingness to exert high levels of effort toward educational goals conditioned by the effort's ability to satisfy some individual need. It appears then that teacher motivation may have far reaching implications for student learning. Teacher motivators can be referred to as those factors that operate within the school system which, if not made available to the teacher, could hamper performance, cause stress, discontent and frustration, all of which would subsequently reduce classroom effectiveness and the quality of student output (Ofoegbu, 2004).

Teachers' Salary

Salary includes all aspects of the work involving monetary remuneration for work done. It is a very important element in the establishment and development of any organization. In the educational system salaries act as a catalyst to drive people intrinsically and extrinsically. Any effective organization needs to recognize that in order to attract more people to work in that organization, it needs to fulfil the needs of their staff through providing attractive salary which could help them fulfil their daily requirements. Hence salary considerations can be one of the contributing factors to teacher moonlighting if teachers are not paid enough to stay in the job. Students' daily complaint is that some lecturers regularly absent themselves from their main work days to do other job. Nigerian academic staff members are said to spend 48% of their time on administration and only 29% on teaching because of poor remuneration prompting many faculty members to give minimal time to the University work they are employed for, and then seek one or more income generating activities to supplement their salaries (Aluko, 2003). Such college cultures affect teacher-students interactions, increased job stress and general teachers' effectiveness. According to Serajul (2009), moonlighting is working at a secondary job or to work at another job in addition to one's full time job. Employees engage in part-time work elsewhere to earn additional income as a surviving strategy. Moonlighting has hurt the efficiency of public services. Employees must spend extra time doing their extra jobs instead of completing their tasks. It is widely known that most teachers of public Universities regularly visit or hold another job in the private and state Universities in the region (Ifedili&Egenti, 2013). Just as a government servant cannot hold another job in addition to the one in government, so must University teachers in the public University because his or her job is full time.

Teachers' Working Condition

Working conditions plays an important role in the decision making process regarding job mobility. Situations, which actually hinder full use of professional skills, do encourage the decision to migrate in search of positions and institutions that are more conducive. Bad work conditions result into thoughts by insubordinate on searching the availability of other alternatives, and can lead to highly skilled manpower easily moving to a second job. Conducive working conditions help employees to work effectively. Many researchers have suggested improvement in working conditions in absolute terms as a solution to teachers' moonlighting. The reason is that conducive working conditions raise individual self-esteem and self-actualization. Many teachers have multiple income sources through part-time teaching the same time or are engaged in other secondary jobs. The quality of their work seems to decrease. The time available for administration, community service and research are also reduced. The culture of visiting lectureship and moonlighting activities have commitment implications in terms of punctuality, increased absenteeism and use of appropriate pedagogical approaches and may have been responsible for the poor international rating of the region's Universities. When the working environment is conducive, workers are motivated to produce maximum returns. When an organization has maximum returns, it is likely that labour pay is also maximized and if that is the case, it is less likely for the workers to think of moving for a second job. On the other hand, the more sub-standard the environment; the smaller gains are likely to be derived from motivational incentives and individual skill level. Such situations can happen when poor work environment fails to support and to motivate employee with necessary facilities for expected performance. According to Ifedili and Egenti (2013) the University is meant to be a place of study and research. A University teacher cannot have any other preoccupation that impedes his duty to the students which is teaching and his duty to himself and the University that employs him which is to do research and community service. It has been observed that recently research in Nigerian Universities has declined. Summarizing the factors that contribute to this decline, the Nigerian Universities' Commission listed the followings: difficulty in research funding, lack of research skills in modern methods, constraint of equipment for carrying out state-of-the art research, overloaded teaching and administrative schedules which give little time for research, and diminishing scope of mentoring researchers due to brain drain and moonlighting practices (Okebukola, 2002)

Performance

Performance is understood as achievement of the organisation in relation with it set goals. Brumbach(1988)views performance more comprehensively by encompassing both behaviours and results. He is of the view that behaviours as outcomes in their own right which can be judged apart from result. Performance is an impact.

Empirical Review

Mohd and Aliza (2016) worked on moonlighting: as factor affecting job performance among staff at Klang valley public hospital. However, these staff may face challenges when engaging in moonlighting such as poor performance, absenteeism, and fatigue and career conflicton primary job. The aim of the study was to develop and implement self-efficacy concept in 'moonlighting'and the effect on performance at their primary job. The framework of self-efficacy adapted in the study was carefully designed as to go well with the area of inquiry. The research design of the study took a causal outlook whereby the research was conducted in order to determine the important factors that associate with the moonlighting among staff. A pilot study was conducted among 30 respondents from the staff of Public Hospital in Klang Valley. From the pilot study it was found that staff who are always involved in moonlighting are constructing personal meaning for conceptual change in their performance where self-efficacy concept has enhanced emotional stable, conscientious in decision making and personal confident amongstaff. The findings also revealed that theperformance of the employees were affected by the ability of the body as a whole. It also proves that organisational behaviour professionals practicing in doubt is usually influenced by the self-confidence of the employees. Second, the complexity of the tasks and performance of the capabilities found themselves simply and performance in the surrounding of workplace. Both factors play an important role in the organisation settings because they have a tendency to deteriorate the relationship between self- efficacy and performance.

Georges and Safary (2017) examined moonlighting as a growing phenomenon. The paper examined the impact of moonlighting practices have on university professors where moonlighting is not allowed. The study is of the opinion that moonlighting occurs for financial reasons, as a hedging mechanism against the future uncertainties which brings about ways in taking different advantages of available opportunities, for intellectual networking toimprove professors' intellectual capacity, and better academic ranking at the national level. The resultsin superficial teaching, limited personal contact with students, and reduced concentration on daily teaching activities.

The study concluded that moonlighting increases the risk of burnout and reduces the time spent with the family and less quality of student's education.

Ologunde, Akindele *and*Akande (2013) examined moonlighting among University lecturers and their performance in the South-Western Nigeria. The paper's objective was to evaluate the performance of lecturers who teach in more than one university vis-à-vis those who do not in the western Nigeria using a stratified random sampling technique was used in selecting respondents from the rank of assistant lecturers upward. The findings revealed that there are inverse relationships between the number of lecture hours and number of universities lecturers. It also showed that there is significant difference in performance in terms of project supervision. From the findings of the study, any effort directed at improving the performance of lecturers in the university must be rooted in identifying the appropriate educational policies that will help to achieve desired goal of lecturers' performance in the area of research, teaching and community services. Any efforts that ignore the human resource management implications of moonlighting among lecturers may miss critical issues in understanding the forces underpinning the performance of lecturers in Nigerian universities. The human resource management implication is that it is essential to design, implement and monitor, with the full participation of lecturers, effective, efficient and mutually reinforcing working condition sensitive policies and programmes, including development policies and programmes that will foster the empowerment and advancement of lecturers within the institution they are and at the same time train more hands for the universities to have enough lecturers to goround to prevent lecturers' moonlighting. The study contributed to the existing knowledge and research by adopting a previously under-emphasised perspective: the examination of lecturers' performance as a phenomenon of lecturers' moonlighting in Nigeria.

Methodology

The Ex-post facto research design was employed in this study. According to Newing (2011), this design is appropriate for events that have already occurred and whose occurrence cannot be controlled by the researcher. Data for the analysis was sourced from the Federal Government College Odogbolu records for 30 years (1991-2019). The number of years for analysis was considered sufficient based it is seen as the minimum sample size in any form of empirical analysis (Lenth, 2011).

Measurement of Variables

In this study teacher moonlighting was measured by the number of queries issued in a year to teacher on moonlighting activities. This was chosen as a proxy for moonlighting because it gives an insight into number of people involved in the activity in every academic year. Performance was measured by the success of students in external examination in a particular year. Effectiveness was measured by teaching awards received. According to Berks (2005), teaching awards as a form of evaluating effectiveness will make other teachers work harder.

Model Specification

Ho1: Performance= $\beta 0 + \beta 1$(Moonlighting) + μ

Ho2: Performance= $\beta 0 + \beta 1$(Effectiveness) + μ

Where μ= error term

$\beta 0$= constant

Results

$H_0 1$: There is no significant effect of teachers moonlighting on students' performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524[a]	.275	.260	.68415

a. Predictors: (Constant), MOONLIGHTING

The result reveals that moonlighting has a positive and significant relationship (R=.524) with performance of students. The coefficient of variation (R^2=.275) shows that 27.5% variation in performance is brought about by moonlighting. 72.5% variation in performance is caused by other factors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.217	.434		2.808	.007
	Moonlighting	.543	.127	.524	4.265	.000

a. Dependent Variable: PERFORMANCE

The unstandardized Beta (B=.543) indicates that for every one unit increase in teacher' moonlighting, students' performance increase by .543 units. The standardize coefficient (β=.524) shows that there is a direct relationship between moonlighting and performance. The t-sta (t=4.265, p=.000) indicates that that moonlighting is a significant predictor of performance. From the result, it is concluded that moonlighting has a significant effect on student performance. Therefore, the null hypothesis is rejected.

$H_0$2: There is no significant effect of teachers effectiveness on students performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.097[a]	.009	-.011	.79957

a. Predictors: (Constant), TEACHEFF

The result reveals that teachers' effectiveness measured by awards received by teachers for good performance has a positive but non-significant (R=.097) with performance of students. The coefficient of variation (R^2=.009) shows that 0.9% variation in performance is brought about by teachers' effectiveness measured by awards received by teachers. 91.1% variation in performance is caused by other factors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.433	.621		5.532	.000
	TEACHEFF	-.120	.177	-.097	-.677	.502

a. Dependent Variable: PERFORMANCE

The unstandardized Beta (B=-.120) indicates that for every one-unit increase in teachers' effectiveness measured by awards received by teachers for good performance, performance reduces by .120 units. The standardize coefficient (β=-0.097) shows that there is indirect relationship between teachers' effectiveness measured by awards received by teachers for good performance. This implies that as teachers' effectiveness increases and performance reduces in the students. The t-sta (t=4.265, p=.000) indicates that that teachers' effectiveness is not a reliable predictor of performance. From the result, it is concluded that teachers' effectiveness has no significant effect on student performance. Therefore, the null hypothesis is accepted.

Discussion

The result from the first hypothesis indicates that moonlighting affects the performance of the students. Although the result shows a positive relationship, by implications it means moonlighting could have an adverse effect on students' performance. This corroborates the findings of Oyaziwo (2009) who established that moonlighting should be discouraged because it will affect the performance of students even at higher level of education.

The analysis of hypothesis two shows two interesting views. Firstly, awards giving to teachers for performance is not a good proxy for measuring effectiveness of teachers. This negates the position of Berk (2009) who is of the opinion that award giving to teachers is a good proxy for measuring effectiveness of teachers. Secondly, teachers' effectiveness is not a driver of performance in schools. From the analysis it can be suggested that other drivers of performance should be emphasized and promoted in other to achieve better results.

Conclusion

The Staff moonlighting which has adverse effect on the effectiveness of staff in the organisation, the staff exhibit some negative attitudes like absenteeism, lateness and disloyalty. As result the above mentioned attitudes, lack of Job effectiveness will have adverse effect on the achievement of organisation goal. The organisation should take drastic measures to make sure that they staff that engage in moonlighting are severely death with using the rules, the college authority should also provide conducive environment for staff, there should be attractive incentive, salary should be prompt and there should be Job security.

REFERENCES

Aluko, M. A. (2003). The impact of culture on organizational performance in selected textile firms, *Nigeria. Nordic Journal of African Studies, 12*(2), 164-179.

Betts, Stephen C. (2011). Gender differences in multiple jobholding: moonlighting among teachers. *Journal of Business & Economics Research (JBER), 2*(8).

Berghe, Jae Vanden. (2011). Job Satisfaction and Job Performance at the Work Place. (International Business). (8299)

Banerjee, S. (2012). Effect of employee moonlighting : a challenging task for managers. I*nternational Journal of Management Research and Business Strategy,1*

Brumbach,G.B. (1988). Some ideas, issues and predictions about performance management. *Public Personnel Managemnt, winter*.

Ifedili, C.J. & Egenti, M. (2012). Managing Nigerian Universities for better Students' Participation in Voluntary Community Service. *Review of European Studies, 4(*1), 230-233.

Johannessen, Karl-Arne, & Hagen, Terje P. (2014). Physicians' engagement in dual practices and the effects on labor supply in public hospitals: results from a register-based study. *BMC Health Services Research, 14*(1), 299. doi: 10.1186/14726963-14-299

Mulokozi, C. (2015). Teachers' Moonlighting and its Impact on their Job Performance in Dar Es Salaam Region Secondary Schools. Unpublished Master of Education Dissertation in Administration and, Planning and Policy Studies of the Open University of Tanzania

Newing, H. (2011) *Conducting research in conservation: a social science perspective*. Routledge, England

Ofoegbu, F.I. (2004). Teacher Motivation: A factor for Classroom Experience and School Improvement in Nigerian. Retrieved August 30, 2017 from http://.finarticles.com/1/ articles.com/p/articles/mi.College Student Journal, 38(1) 1-4.

Okebukola, P. A. (2002). *The state of university education in Nigeria*. Abuja, Nigeria: National Universities Commission.

Oyaziwo, A. (2009). Enhancing capacity building in educational sciences in Nigerian Universities: How higher education managers can help. *European Journal of Educational Studies, 1*(1), 5-9.

Serajul, L. (2009). Moonlighting by Public University Teachers.

Ologunde, A.O, Akindele, R.I. & Akande, W.A. (Eds.). Moonlighting among University Lecturers and their performance in the South-Western Nigeria. *Journal of Management and Sustainability, 3(4), 92-95.*

Usoro, A. A., Effiong, C., & Ekpenyong, O. E. (2014).Occupational stress and job effectiveness of Federal University Lecturers in Cross River and Akwa Ibom states. Unpublished Doctoral Thesis, Department of Business Management University of Calabar, Nigeria.

Robert Shishko.) & Bernard Rostker. (1976). The Economic of Multiple Job Holding. *The American Economic Review, Ed,* 298-308.