

Lecturers' Moonlighting and Job Effectiveness in Public Universities in North-Central Nigeria

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Abstract. The study examined the extent of public University lecturers' moonlighting on their job effectiveness in North-central Nigeria. University lecturers lack conducive economic work environment needed for their job performance. In this regard, their disposition, interest in the job, dedication and commitment which are important in academic staff job performance are lacking and Universities' goals are not met. The research design adopted for this study was the descriptive survey method. The population of this study consists of all the seven thousand seven hundred and forty seven (7747) academic staff members and two hundred and fifty three thousand eight hundred and seventy two (253872) students working and studying in the thirteen public Universities and the Federal Capital Territory in North-central Nigeria. The sample of 501 lecturers and 2363 students from six public Universities was used. This was based on the Yamene (1967) formula for sampling. Data was collected using the 'Moonlighting and Academic Staff Job Effectiveness Questionnaire (MASJEQ) for lecturers and Academic Staff Effectiveness Questionnaire (ASEQ) for students. Mean, Standard Deviation were used to answer the research questions while Pearson Correlation was used to test the hypothesis at 0.05 level of significance. The findings revealed that the moonlighting activities done by academic staff in public Universities in North-central Nigeria are private part-time teaching, farming and attending small gardens, petty trading, and salon activities. The study also

revealed the causes of the academic staff moonlighting behavior among them are unconducive work environment in terms of insufficient salary, lack of incentives, extended family, and high demand of lecturers in the region due to the establishment of new Universities and other higher institutions. The result further revealed that moonlighting for lecturers affects lecturers' job effectiveness in teaching, research and community service activities in public Universities in North-central Nigeria. The result showed that there is significant relationship between lecturers' moonlighting activities and their job effectiveness in public Universities in North-central Nigeria. Thus, in order for academics staff to be effective in their job duties, administrators should encourage conducive work environment for lecturers.

Keywords: Lecturer moonlighting, job effectiveness and public universities

1. Introduction

As businesses evolved, to keep ahead of competitors, so do their expectations in their employees' effectiveness. The lecturer is a key element of the University system and its success or failure depends on individual lecturer's effectiveness which affects positively or negatively the University performance at large. The issue of effectiveness of lecturers in Nigerian Universities has been a burning one for

some time, especially with regards to quality teaching, research, and community service activities. This is because apart from the quality of graduates which is allegedly being challenged by parents, employers, other stakeholders and in the international labour and many foreign Universities; 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. University culture is the atmosphere that is created by the social and professional interactions of the individuals; values, beliefs and norms that exist at the University that can encourage or discourage effectiveness. Staff effectiveness is the commitment of workers in their duties leading to high productivity to realize the desired goals and objectives of the Universities (Usoro, Effiong, & Ekpenyong, 2014).

Lecturers' 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 lecturers working in extra jobs. This scenario sees academic staff members divert their primary jobs to secondary jobs. Moonlighting reflects the combination of primary job and other jobs to meet family and personal needs. 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). Revelations during a forum of Vice-chancellors meeting is that many lecturers moonlighting affect their job performances making many to give minimal time and inadequately prepare for lectures. The lecturers now spent a lot of time and energy moving from one University to the other or they engaged in some other businesses while still fully on ground in their home Universities. This norm is normally for their experiences, accreditation purposes as well as image laundering. However, having to teach in many places or engaging other secondary jobs may have many

implications on the health of the lecturers and consequently on their effectiveness both in their home Universities, the ones they visit and even on the secondary jobs. Nowadays, some lecturers absent themselves from their work days to visit other Universities affecting lecturers' student-teacher interactions at both work places. In spite of the fact that Universities are rapidly springing up, the number of lecturers are few inadequate, hence encouraging moonlighting by the few available lecturers. The few qualified senior lecturers are being engaged on part-time basis not only because of their experiences, but also for accreditation purposes as well as image laundering (Aluko, 2003).

2. Causes of Lecturer Moonlighting

The following have been identified to be the causes of teacher moonlighting. They include teacher motivation, incentives, salary and working condition. A brief elaboration of each cause is provided hereinafter (Mulokozi, 2015):

2.1 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.

2.2 Lecturers' Motivation

Teacher motivation may have a negative 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).

2.3 Lecturers' 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 fulfill the needs of their staff through providing attractive salary which could help them fulfill 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 visit other Universities. 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 University cultures affect teacher-students interactions, increased job stress and general lecturers' 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. The consequences of public University teachers moonlighting are extremely adverse because it takes away vital time in the lives of the students. Unfortunately, it was from the time that private Universities came on the scene that moonlighting activities became rampant.

2.4 Lecturers' 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 lecturers have multiple income sources through teaching in many Universities at the same time or are engaged in other secondary jobs. For instance, there is increase of requests for sabbatical leave by lecturers are common in Universities within the region. Lecturers are Associate lecturers in other Universities while still fully on ground in their home Universities. However, having to teach in many places and engaged in some

secondary jobs have implications on the health of the lecturers and consequently on their effectiveness both in their home Universities and in the part-time ones. 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). The fact is that these Universities' lecturers might be forced to take on part-time teaching in other Universities as more and more Universities are established without a conscious effort at the immediate training of teachers to teach in these

Universities. Having to teach in many places may have implications on the health and consequently on the effectiveness of these lecturers both in their home Universities and in the others.

3. Statement of the Problem

In recent times, the rate of lecturers working in extra jobs has been increasing. The achievement of University goals depends much upon academic staff 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, research and community service activities. However, in public Universities in North-central Nigeria, the lecturers are working in unsatisfactory economic conditions and environment. Consequently, many lecturers are forced to moonlight to make ends meet. This norm discourages lecturers' effectiveness and has led to apart from the quality of graduates which is allegedly being questioned by parents, employers, and in the international labour and many foreign Universities; majority of the Universities are not making any significant impact in the socio-economic 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.

4. Objectives

The main purpose of the study is to examine the extent of influence of academic staff members' moonlighting on their job effectiveness in North-central Nigeria. The study specifically aims to:

- examine the extent of public Universities lecturers' moonlighting in North-central Nigeria.
- ascertain the extent of job effectiveness of lecturers in public Universities in North-central Nigeria.
- find out the relationship between lecturers moonlighting and their job effectiveness in public Universities in North-central Nigeria.

5. Research Questions

- What is the extent of lecturers' moonlighting in public Universities in North-central Nigeria?
- What is the extent of job effectiveness of academic staff in public Universities in North-central Nigeria?

6. Hypothesis

There is no significant relationship between lecturers moonlighting and their job effectiveness in public Universities in North-central Nigeria.

7. Methodology

The research design adopted for this study is the descriptive survey method. Descriptive survey design is concerned about the phenomenon of interest and pursues the factors that influence, affect, cause or relate to the phenomenon (Polit & Hungler, 1991). The design is attractive where control of subjects is quite difficult to achieve or implement. It is justified on the ground that, someone could adopt one time observation, involving proximate and ultimate variables necessary for a study. The choice of the design is further informed due to its simplicity and ease of administration since it requires no more than the collection of two or more measures on a set of subjects at one point in time and requires no treatment or manipulation. The population of the study consists of 7747 academic staff members

and 2363 students of the public Universities in North-central Nigeria. The sample of 501 lecturers and 2363 students from six randomly selected Universities were used. This was based on Yamene formula for sampling. The Unit Heads, Heads of Departments and Deans of Faculties were purposively included in the study due to their key administrative position and related activities as school administrators. Hence they are in a position to provide valuable information of lecturers' moonlighting. The lecturers were selected through convenient sampling technique. That means lecturers who were in their offices at the time of the arrival of the researcher were included in the sample. Two research instruments tagged 'Moonlighting and Academic Staff Job Effectiveness Questionnaire (MASJEQ) for lecturers and Academic Staff Effectiveness Questionnaire (ASEQ) for students of public Universities in North-central Nigeria were used to collect data for the study. The Mean and Standard Deviation were used to answer the research questions and Pearson Correlation coefficient was used to test the hypothesis at 0.05 level of significance.

8. Discussion of Findings

The study aimed to examine the extent of lecturers' moonlighting on their job effectiveness in public Universities in North-central Nigeria. The discussion is based on the findings derived from the variable, objectives, research questions and hypotheses formulated the study.

Research Question One: What is the extent of lecturers' moonlighting activities in public Universities in North-central Nigeria?

Table 1: Moonlighting Activities Engaged by Lecturers of Public Universities in North-central Nigeria.

Moonlighting activity	Frequency	Percentage	Cumulative %
Part-time teaching	131	131	94.0
Farming activities	248	248	65.0
Trading activities	63	63.0	97.0
Engaged in politics	59	4.0	98.0
Total	501		

Table 1 shows the percentage result of lecturers moonlighting in public Universities in North-central Nigeria. From the table the percentage of items 1 and 2 are greater than that of items 3 and 4. This implies academic staff members are more engaged in farming and part-time teaching than in their primary jobs in their duties in public Universities in North-central Nigeria. For items 3 and 4, the percentage scores are

low indicating that academic staff members are not very engaged in trading and political activities in public Universities in North-central Nigeria.

Table 2: Mean and Standard Deviation Result of Public Universities' Lecturers' Moonlighting Activities in North-Central Nigeria.

S/N	Item	N	Agg. Mean	Mean	Standard Deviation
1	Punctuality	2363	9.960	3.320	2.406
2	Absenteeism	2363	11.910	3.970	3.184
3	Students' application	2363	13.920	3.480	3.027
4	Feedback to students	2363	17.270	2.854	4.317
5	Personality	2363	45.640	3.511	8.435

Table 2 reveals the Mean and Standard Deviation result on the extent of lecturers' moonlighting in public Universities in North-central Nigeria. The result shows that item 1, 2, 3 and 4 have mean scores above the criterion mean score of 3.00, indicating that punctuality, absenteeism, students' application and personality are affected by lecturers' moonlighting activities. Only one item (4) has a mean score below the criterion mean. This implies that feedback to students is not affected by lecturers' moonlighting activities.

Research Question Two: What is the extent of job effectiveness of academic staff in public Universities in North-central Nigeria?

Table 3: Mean and Standard Deviation Result on Academic Staff Effectiveness in Teaching in Public Universities in North-Central Nigeria.

S/N	Item	N	Agg. Mean	Mean	Standard Deviation
1	Punctuality	2363	9.960	3.320	2.406
2	Pedagogy	2363	25.500	4.250	2.048
2	Absenteeism	2363	11.910	3.970	3.184
3	Students' application	2363	13.920	3.480	3.027
4	Feedback to students	2363	17.270	2.854	4.317
5	Personality	2363	45.640	3.511	8.435

Table 3 reveals the Mean Score and Standard Deviation result on extent of academic staff effectiveness in teaching in public Universities in North-central Nigeria. from the result items 1, 2, 3, 4, 6, 7 and 8 have Mean scores ($\bar{X}$ = 3.32, 4.25, 3.97, 3.48, 3.52, 4.78, and 4.53) above the criterion Mean of 3.00 indicating that punctuality, pedagogy, absenteeism, students' application, personality, and academic calendar matter more than other factor in terms of academic staff effectiveness in teaching in public Universities in North-central Nigeria. The least is only item (5) has a mean score ($\bar{X}$ = 2.85) below the criterion mean of 3.00. This implies that feedback to students does not matter so much to respondents.

The results also shows that respondents rated their lecturers' effectiveness with respect to all teaching roles as generally good as shown by the standard deviation scores given on the fourth column except for punctuality and pedagogy. For example, the result shows that the majority of respondents rated their lecturers highly. The Mean score further support their regularity, where basing on the Likert scale, the 4 and 5 represented agree and strongly agree respectively on the raw data. The low standard deviation implies that respondents on the issue of whether the lecturers use pedagogy well in class; it had the low mean score of all the items in this section. This implies that majority of the respondents agree that most lecturers do not do well in pedagogy. Basing on the Likert scale where 4 and 5 represented agree and strongly agree respectively, the Mean score support the fact that the respondents rated their lecturers as not good performers which is further given by the standard deviation which indicates that most respondents had the same opinion about the issue. On marking of examination scripts and giving

feedback, the results obtained are in agreement with those revealed by the Mean score, all indicating a regularly low performance. This implies that most of the respondents rated their lecturers as performing very low, when it comes to marking of examinations and giving timely feedback. Regarding pedagogy and personality, the lecturers adequately course-advice students during their teaching sessions, majority felt that adequately course-advising students was a good measure of their performance than non-course advising students. On the issue of whether lecturers provide practical professional supervision in classrooms in every course they instruct, the result shows that majority of the respondents regularly provide practical professional supervision in classrooms in every course they instruct.

Table 4: Mean and Standard Deviation Result on Academic Staff Effectiveness in Research in Public Universities in North-Central Nigeria

S/N	Variables	N	Agg. Mean	Mean	Std. Deviation
1	Sponsorship for staff development	501	12.830	2.566	3.435
2	Accessing research grants	501	28.870	3.609	50.043
3	Induction and Value Orientation	501	12.490	2.082	2.067
4	Mentorship	501	10.720	2.680	2.252
5	Recruitment process	501	2.750	2.750	1.141
6	Qualification	501	6.900	2.300	1.275

Table 4 shows the Mean and Standard Deviation mean score of academic staff effectiveness in research in public Universities in North-central Nigeria. From the result only item (2) has mean score above the criterion mean of 3.00, indicating that accessing research grants matters most in carrying out research work in public Universities in North-central Nigeria. The table reveals that accessing research grants has the highest Mean Score and Standard Deviation ($\bar{X} = 3.6087$, $SD = 50.043$) which is followed by recruitment and selection processes, mentorship then sponsorship for staff development programmes. The least is induction and value orientation programme for new staff members with the Mean Score of 2.082. This indicates that academic staff members do not access research grants to perform their research activities and least in induction and value orientation as a factor affecting research works of lecturers in public Universities in North-central Nigeria. Table 4 further shows that respondents rated their level of effectiveness with respect to the extent to which they carry out research activities as generally not encouraging, shown by the Mean Score in the standard deviation on the third and fourth columns. For example on whether they do access research grants to carry researches in their institutions, majority of the respondents rated themselves as not regular researchers as opposed to the few who rarely do research. On whether they publish journal articles in local-peer reviewed and scientific journals, majority 'disagree' they regularly publish while only few 'agree', that is they rarely do. The Mean and Mode further supports this to imply that majority do not publish journal articles.

Table 5: Mean and Standard Deviation Result on Academic Staff Effectiveness in Community Service in Public Universities in North-Central Nigeria

S/N	Variables	N	Agg. Mean	Mean	Std. Deviation
1	Relevant training courses	501	4.740	2.370	1.673
2	Academic calendar	501	13.210	4.403	2.729
3	Induction and Value Orientation	501	12.490	2.082	1.971
4	Moonlighting activities	501	14.440	2.407	1.971
5	Mentorship	501	10.720	2.680	2.152
6	Years of experience	501	2.320	2.300	0.736

Table 5 reveals the Mean and Standard Deviation result on academic staff effectiveness in community service in public Universities in North-central Nigeria. The result shows that the Mean Score for academic calendar ($\bar{X} = 4.40$) is higher than the other Mean Scores and the criterion mean of 3.00. This is an indication that University academic calendar programmes matters most than other factors in term of academic staff effectiveness in community service. This was followed by mentorship, moonlighting

activities of academic staff, relevant training courses years of experience of academic and then value orientation for new academic staff with Mean Scores of 2.68, 2.41, 2.37, 2.32 and 2.08 respectively.

Hypothesis

There is no significant relationship between Lecturers' moonlighting and their effectiveness in teaching in public Universities in North-central Nigeria.

Table 6: Pearson Correlation of Relationship between Lecturers' Moonlighting and their Job Effectiveness in Teaching in Public Universities in North-Central Nigeria.

Variables		N	$\bar{X}$	SD	r	P value	Decision
Value orientation	501	142.64	10.56	0.058	0.198	Accept Ho	
Academic staff effectiveness	501	124.35	29.36				

Table 6 reveals the results on relationship between University culture and academic staff effectiveness in teaching in public Universities in North-central Nigeria. The result yielded $r = 0.058$, $p < 0.05$; indicating a weak positive relationship between the two variables. Since the p-value of 0.198 is greater than 0.05 level of significance, the null hypothesis was accepted. It was concluded that, there is a significant relationship between University culture and academic staff effectiveness in teaching in public Universities in North-central Nigeria.

Table 7: Pearson Correlation of Relationship between Lecturers' Moonlighting and their Job Effectiveness in Research in Public Universities in North-Central Nigeria.

Variables		N	$\bar{X}$	SD	r	P value	Decision
University culture	501	142.64	10.56	0.381	0.000	Reject Ho	
Academic staff effectiveness	501	94.68	8.46				

Table 7 reveals the results on relationship between University culture and academic staff effectiveness in research in public Universities in North-central Nigeria. The result yielded $r = 0.381$, $p < 0.05$; indicating a weak positive relationship between the two variables. Since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that, there is a significant relationship between University culture and academic staff effectiveness in research in public Universities in North-central Nigeria.

Table 8: Pearson Correlation of Relationship between Lecturers' Moonlighting and their Job Effectiveness in Community Service in Public Universities in North-Central Nigeria.

Variables		N	$\bar{X}$	SD	r	P value	Decision
University culture	501	142.64	10.56	0.249	0.000	Reject Ho	
Academic staff effectiveness	501	48.08	4.01				

Table 8 reveals the results on relationship between University culture and academic staff effectiveness in community service in public Universities in North-central Nigeria. The result yielded $r = 0.249$, $p < 0.05$; indicating a weak positive relationship between the two variables. Since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that, there is a significant relationship between University culture and academic staff effectiveness in community service in public Universities in North-central Nigeria.

Table 9: Pearson Correlation of Relationship between Public Universities' Lecturers' Moonlighting and Academic Staff Effectiveness in Community Services in North-Central Nigeria

Variables	N	$\bar{X}$	SD	r	P value	Decision
Moonlighting	2363	124.55	29.75	0.480	0.000	Reject Ho
Academic staff effectiveness	2363	363.59	85.95			

Table 9 reveals the Pearson Correlation of result analysis of relationship between University culture and academic staff effectiveness in community services in public Universities in North-central Nigeria. The result shows the Mean score for University culture ($\bar{X} = 85.82$) is greater than that of academic staff effectiveness in community services. From the table, there is a weak positive relationship between University culture and academic staff effectiveness in community services in public Universities in North-Central Nigeria, $r = 0.359$, $N = 100$, $P < 0.05$. Since the P value (0.000) is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant positive relationship between University culture and academic staff effectiveness in community services in public Universities in North-central Nigeria.

9. Discussion

The study examined the influence of lecturers' moonlighting activities on academic staff job effectiveness in public Universities in North-central Nigeria. This was due to the perpetually observed problems of weak University culture and poor job performance of academic staff experienced in public Universities in North-central Nigeria. Results tend to show that University culture is weak and negatively influenced job effectiveness of academic staff of public Universities in North-central Nigeria and hence University goals are hardly attained.

The result revealed that a significant influence exists of lecturers' moonlighting activities on job effectiveness of lecturers. But on this result, the null hypothesis at these dimensions was rejected. On the other hand, the result indicated that no significant relationship exist of lecturers' moonlighting activities on job effectiveness. This finding is inconsistent with rationality that there is positively strong relationship between

moonlighting and workers' job performance. That is, all offered measures of lecturers' moonlighting activities can be positive. This result is so because the moonlighting variables are grouped or aggregated from the raw data. The implication is that if moonlighting activities are not adequately curbed as an on-going Universities' culture, the roadmap to improving effectiveness of lecturers will not be achieved.

Finding also indicated that a large number of academic staff members are more engaged in farming and part-time teaching than in their primary jobs in their duties in public Universities in North-central Nigeria. This implies that moonlighting by lecturers contributed significantly in influencing academic staff members' job effectiveness in public Universities in North-central Nigeria and general performance improvement. This is in line with Lim (2000) that positive organizational culture is important for the smooth running of the organization in order to promote a high level performance and satisfaction among employees. The result further shows that if lecturers teach in more than one University, their performance as academicians will be significantly affected negatively. That means teaching in more than one University will negatively affect lecturers' job effectiveness. This corroborates the findings of (Sofola, 2005, Ekaette, 2006, Oyaziwo, 2009; and Ologunde, Akindele and Akande, 2013). The finding shows that there is weak negative relationship between hours of lecturing per week and the number of Universities in which lecturers lectured in public Universities. The result also show that the higher the number of Universities a lecturer teaches in, the higher the number of students' projects to be supervised, which may have significant negative influence of effectiveness. This validates the findings of Sofola (2005) and Ologunde, Akindele and Akande (2013). The result also show that the higher the number of Universities a lecturer

teaches in, the higher the number of students' projects to be supervised, which may have significant negative influence of effectiveness.

Result also supports Aluko (2003) that few qualified senior lecturers are being engaged on part-time basis not only because of their experiences, but also for accreditation purposes as well as image laundering. This is true as most of the senior cadre lecturers were the one that engage in moonlighting, while lower cadre lecturers are loaded with much works thereby denying them the opportunity of accepting jobs outside the Universities they are employed. Also, the result corroborates Ifedili and Egenti (2013) that 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. This implies that the higher the number of Universities in which a lecturer lecturers in, the lower the number of lecturing hours per week in each of the Universities. Having to teach in many places has implications on the health of the lecturers and their job both in their home Universities and in the part-time ones. The management has the duty to make sure that the workplace culture is always positive to prevent job dissatisfaction among employees and create a sense of well-being. When moonlighting is effectively curbed, lecturers will gain more clarity of their job demands and tend to develop more working initiatives. Although the culture of visiting lectureship is a norm of the Universities but moonlighting is different and it has 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.

In conclusion, the study justified the importance of the influence of University culture on academic staff effectiveness in North-central Nigeria. Based on the foregoing, it is quite obvious that the pedagogical roles and practices

of University lecturers are undoubtedly important in the realization of the policy objectives of University education. It could therefore be argued that the extent to which Universities achieve their anticipated educational objectives, the extent to which University students acquire the content of the curricular experiences and the quality of capabilities that University students manifest depend to a large extent on the interactions that lecturers have with students during the teaching-learning process.

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