

MOONLIGHTING ALRIGHT OR BLIGHT

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ABSTRACT

Moonlighting has triggered a big debate in the corporate world, news channels and the jobs' sector. While some are calling it unethical, and something that breaches contractual obligations others are supporting it as the right of young and low paid professionals to earn extra and diversify earnings. This paper investigated whether moonlighting practice by teachers was associated with stress. For the purpose of this study, data is collected through a google form from 100 teachers working in different schools of Jaipur. Random sampling technique was chosen for study. The instrument used in the study to assess stress level is MANUAL FOR STRESS SCALE SS-SSSMK standardized scale developed by Dr. Surabhi Sharma and Manish Kumar Sharma and to identify moonlighting behavior a Texas teacher survey was administered on 100 respondents. The results revealed that there exists an association between the stress and moonlighting behaviour as p value .000 is found to be lesser than the critical value .05.

Keywords: Moonlighting, Stress, Working Hours, Workload, Job Security Wellbeing.

Introduction

Research Methodology

Objectives

- To understand the concept of moonlighting practices of teachers working in schools of Jaipur.
- To identify the motives of teachers looking for moonlighting behaviour.
- To find forms of moonlighting practices that the teachers follow.
- To understand how teachers perceive about the negative impacts that result from involving in moonlighting activities.
- To identify whether any association exists between stress and moonlighting behavior among teachers working in schools.

Data Collection Procedure

This study primary data was collected from 100 teachers. Questionnaires were distributed in the form of Google form of both the tools used in the study. All the respondents were asked to return the Google form within 25 days of distribution.

Sample Size: 100 respondents.

Sampling Technique

In this study, survey research design is adopted. In the present study random sampling technique has been employed for sampling. Finally, 100 respondents were taken as sample for the study. The participants were thanked for their co-operation.

Hypotheses

H0₁: There is no association exists between stress and moonlighting behaviour among teachers.

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Tools Used

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Measurement of Moonlighting Behaviour

The survey consists of items like preferences of moonlighting, motives behind moonlighting, different forms, negative view etc. respondents were simply asked to indicate their feeling with the responses available.

Measurement of Stress

The questionnaire titled 'MANUAL FOR STRESS SCALE SS-SSSMK standardized scale developed by Dr. Surabhi Sharma and Manish Kumar Sharma 51 items were taken to assess the level of stress on five-point likert scale. Respondents were simply asked to indicate their feeling with the 51 items on a scale ranging from "average, frequently occasionally, rarely and never".

Statistical Technique Used for Analysis

The statistical technique used for the study is percentage analysis and chi square test. This method has been used where there is an attempt to search if any association exists between two variables.

Limitations

- The reluctance of respondents to fill the questionnaire was felt the major difficulty. As 120 questionnaires were distributed and only 100 filled questionnaires were received. Among them 20 questionnaires didn't furnish the required information, so they were rejected and rest 100 questionnaires were considered for the study.
- The study is limited to teachers working in different schools of Jaipur only.
- The study is confined to Jaipur city only because of limited resources.

Analysis of Data

To measure moonlighting behavior among teacher's questionnaire was administered to a sample of 100 employees and to measure stress level a questionnaire titled "stress scale" was also administered to the same sample.

Objective no. 1 which tried to understand the concept of moonlighting practices of teachers working in schools of Jaipur. Analyses of Question no. 1 to 5 are serving the purpose and revealed the concept.

Q1. Are you the major breadwinner in your household?

Responses	Number of Respondents	% of Responses
Yes	68	68
No	32	32

Analyzing the above data, it is said that 68% of the teachers in the Schools were the major breadwinner of their families and 32% of them were supported financially by their family members.

Q 2. Do you have an extra job during the summer?

Responses	Number of Respondents	% of Responses
Yes	58	58%
No	42	%

By analyzing the above data, it is said that 58 % of the teachers in the Schools look for a job summers and remaining 42% of them work in one organization.

Q3. Do you prefer moonlighting with regular school's year?

Table 3: Respondent's rate preferring to moonlight

Responses	Number of Respondents	% of Responses
Yes	80	80%
No	20	20%

By analyzing the above data, it is said that 80% of the teachers in the schools look for moonlighting in order to earn more money and become financially stronger remaining 20% of them work in one organization.

Q4. How many hours per day during the regular school year do you spend working at the Moonlighting job?

Responses	Number of Respondents	% of Responses
Less than 2 hrs.	5	5%
2 to 4 hrs.	23	23%
4 hrs. – 6 hrs.	47	47%
More than 6 hrs.	5	5%

By analyzing the above data it is said that 47% of the teachers in the Schools spend 4-6 hrs. in a day while 5 % respondents spend more than 6 hrs., in a day and 23% spend approx. 2-4 hrs in a day on doing another job during the regular school year.

Q5. Do you feel that the quality of your teaching would improve if you did NOT have a second job during the regular school year?

Responses	Number of Respondents	% of Responses
Yes	70	70
No	30	30%

Analyzing the above data, it is said that 70% of the teachers felt that the quality of their teaching would improve and 30% of them felt that quality will remain same or deteriorate.

Objective no. 2 was to identify the motives of teachers looking for moonlighting behaviour, and for that question no. 6 and 7 reveals the motives behind this practice.

Q6. What made you chose moonlighting behavior?

Responses	Number of Respondents	% of Responses
Increasing income	69	69%
Reducing boredom	3	3%
Broaden work experience	16	16%
Entrepreneurship attitude	12	12%

The data in the table above shows that most of the teachers 69(69%) said that they engage in moonlighting activities with the motive of increasing their income, 16 (16%) said to broaden their work experience and only 3 (3%) attributed that the teachers engage in moonlighting with the motive of reducing their boredom and surprisingly 12% were opted for satisfying their entrepreneurial attitude. These findings are consistent with previous studies, done by Wisniewski and Kleine (1984) and Dickey, Watson, and Zangelidis (2011). In their study they have suggested that majority of moonlighters do so in order to cover the gap between salary income and income needed to be on the desired living standard, include job flexibility, employment type, part time/adjunct appointment, ownership of secondary, primary and nursery schools, supermarket, online suits and saree business, saloon owning, etc¹.

Q7. Would you QUIT the second job if your teaching salary would enable you to give up moonlighting during the school year?

Responses	Number of Respondents	% of Responses
Yes	67	70
No	33	30%

Analyzing the above data, it is said that 67% of the teachers felt positive about quitting their second if salary rises while 33% of them did not agreed to quit. This was supported by Chebet (2010) who argues that the teachers' engagement in moonlighting could be addressed sufficiently if the teachers' pay packages will be improved². Gregory, (2012) reported that teachers need their salaries to increase so that they can save for buying cars, afford their children education and food as well as sending their children to higher studies abroad³. and in another study, it was found that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangement, benefits and status they occupy within their communities, These evidences may be among the factors behind teachers' moonlighting. in Tanzania, increments for teachers who have stayed long in the profession are very gradual. Those teachers who have undergone some upgrading training take 2 to 3 years to get 18 their promotions. As a consequence, most teachers are forced to moonlight to make ends meet (Sumra, 2004)⁴.

Objective no.3 tried to find forms of moonlighting practices that the teachers follow and for that question no. 8 is serving the purpose.

Q8. What forms of moonlighting you practice?

Forms of Moonlighting Teachers Practice

Responses	Number of Respondents	% of Responses
Private tuitions /coaching	70	70
Online Suits and sarees, cosmetics business	23	23%
Yog trainer	4	4
Youtube channel	2	2
Others	1	1

The above table shows that majority of the teachers (70%) engaged in teaching private tuition, 23% engaged in petty trade and 4% engaged in yog training. Similarly, 2% said they engage in earning from you-tube channel and 1% involved in other tasks. This finding is not unique to teachers moonlighting in SriLanka. Mulokozi (2015) and Sumra (2006) also observed the same finding as in this study that, teaching private tuition, teaching part time, as leading types of moonlighting activities in which teachers are engaged in mostly⁵. However, this finding is contradictory with what Timothy and Nkwama (2017) found in their study. According them the majority of the teachers moonlight is in non-school-related jobs such as trade activities, especially in retails on a micro or small-scale business⁶.

Objective no.4. Was applied to understand how teachers perceive about the negative impacts that result from involving in moonlighting activities and question no 9 is representing its analysis.

Q9. According to you what are the Negative Effect of Moonlighting on Primary Job Performance?

Teachers' View on the Effects of moonlighting on Job Performance

Responses	Disagree	Agree
Poor professional development	26	74
Poor students' assessment	72	28
Poor syllabus coverage	68	32
Poor lesson preparation	74	26
Effects on moonlighting on teachers' job performance	58	42

It is clearly depicted that majority of the teachers view that involving in moonlighting does not affect their lesson preparation, syllabus coverage and involvement in students' assessment. However, most of them agreed that moonlighting affects their professional development. For further reference it has been asked about the negative impact of moonlighting, Narayan Bhargava who is MD and Chairman of Calibehr, told Financialexpress.com that "With moonlighting, focus of the employees get divided, there is pressure to perform for both the jobs and also it affects their me time which is highly required to balance the mental health! There is a chance that the current company's data can get leaked, the secret of excellence in process could be shared unofficially by working for another company. There is productivity loss; ability to do justice to the company is compromised. The paper noted that though moonlighting activities has positive consequences like monetary gain, job enrichment and fosters knowledge sharing through collaboration, negative consequences like heavy or excess workload, extra working hours and no relaxing time or me time which impinge or affect wellbeing of employees⁷.

For analyzing objective no. 5 which was to identify whether any association exists between stress and moonlighting behavior among teachers working in schools. A hypothesis was formed stated:- In H0₁, it was predicted that there is no association between level of stress and moonlighting behaviour. So, chi square test was applied to test their association and the calculated value .000 is found to be lesser than the critical value .05, then you "fail to reject" your null hypothesis.

Results and Findings

The findings of the research study revealed that there exists an association between the stress and moonlighting behaviour. Based on data analysis the findings in this study are as follows:

Majorly respondents were the only breadwinner in their family and most of them were involved in secondary job in summer. Major respondents preferred to go for moonlighting behaviour and spent more than 5 hours in this practice during the regular school year.

Most of the teachers said that they engage in moonlighting activities with the motive of increasing their income. Recently, Pathirana and Thayabaran (2019) has conducted a same type of study in Sri Lankan context and have concluded that household characteristics such as secondary and higher education levels and number of children and as well as among labour market characteristics, two income ranges from primary job such as income between Rs 10000/= and Rs39999/= and the income Rs 40000/= and above were found statistically significant influence on an individual's motivation to engage in more than one job in labor market in the country. Some said to broaden their work experience and some attributed that the teachers engage in moonlighting with the motive of reducing their boredom⁸. These findings are consistent with previous studies, done by Wisniewski and Kleine (1984) and Dickey, Watson, and Zangelidis (2011). In their study they have suggested that majority of moonlighters do so in order to cover the gap between salary income and income needed to be on the desired living standard⁹. Ashwuni, Mirthula and Preetha (2017) worked on intention of moonlighting of middle level employees in private IT companies. He concluded that number of family members is a major driver of moonlighting¹⁰.

Timothy and Nkwama (2017) studied moonlighting among public primary teachers in urban Tanzania. They concluded that sex and age influenced moonlighting. Also, male twice moonlight than female; And, a year increase in age leads to five percent probability to moonlight^{ibid}.

Some teachers mentioned that taking tuition classes is the main form of moonlighting behaviour for most of them in their areas. It is because almost all grade students in this area are more eager and motivated to for a tuition class apart from their own school classes. Some school teachers are lucky as they get chance to teach in government as well as privately owned higher education institutes as visiting faculty during after school hours and weekends too as they have degree qualification. Also, some teachers have their own private institutes for offering certificate courses for some subject areas like information technology, English, Accounting, Economics Maths, Physics etc.

On the basis of this analysis we **Reject** the null hypothesis and accept that there exists an association between level of stress and moonlighting behaviour. A study also found that for those police officers who moonlighted, however, the hours worked at other jobs was positively associated with their stress scores (Pearson $r = 0.45$, one-tailed $p < .025$). The present results indicate that the number of hours worked at other jobs is positively associated with subjective feelings of stress in police officers; however, the present data do not allow a choice to be made among the cause-and-effect possibilities in this association. Arcuri, A. F., & Lester, D. (1990)¹¹.

Conclusion

Based on this research, several conclusions can be drawn

- Teachers are stressed only due to extra working hours but if they are involving in tuitions activities they find their skill of teaching is improving, also they are becoming favorite teachers and most skilled knowledgeable person among staff
Teachers practice moonlighting for other than economic reasons also.
- The effect of extra employment may have a positive influence directly on the classroom. This study also found that the Moonlighting helps to employee get new experience and opportunity from interested field. As the result of the responses recorded for this study, it is known that earn extra money is the biggest reason for Employee Moonlighting.

Findings clearly evidence that there is a relationship between cost of living and the amount of salary one earns relative to increased cases of moonlighting

It is apparent that a situation like this may kill or distort teachers' professional development capacity because some moonlighters engage in other economic activities like trading or tailoring activities which are outside the realm of the teaching profession.

Teachers may not lose their initial passion and love for teaching or their dedication to the classroom; but if they become involved in secondary employment that positively and progressively captures their interest and time, their organizational commitment may diminish.

Recommendations

The employers can devise a reasonable and satisfactory pay package and conducive work environment so as to motivate the employees to concentrate more on primary job and create opportunities for employees to learn and grow so as to reduce the feeling of going to second job.

Management by Objective technique should be used for the goals of the organization should be linked with the goals of the employee so that they can appreciate their contribution to the organization's performance and have a better understanding of it.

Fair and equitable Monetary rewards are important such as good pay policy, attractive condition of service, affordable housing scheme and efficient transportation system should be created for public officials to reduce desire to moonlight and improve commitment to their primary jobs. Involve the employees in deciding their compensation so that they get to choose because different people have different motivational needs.

Focus should be made on sustaining teacher by applying Herzberg theory motivators.

Controlling measures such as clocking, reporting activities, time allotment for assignment can be practiced also Regular Induction, training, imparting organizational culture through stories or artefacts and creating sense of belongingness, trust and loyalty through workshop, more constant reporting strategy should be put in place for those in this category.

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