

Moonlighting: An understanding from the Teachers' Point of View

Sammunkutty Sithy Hamila

SriLanka Institute of Advanced Technological Education,
Advanced Technological Institute,
Batticaloa, SriLanka
sithyhamila@gmail.com

ABSTRACT: *A familiar feature of almost every labour market is that some workers are employed in more than one job simultaneously. Simultaneous employment in multiple jobs by an individual is termed as moonlighting. This study was conducted to establish an understanding of moonlighting from the teachers' point of view. The population of the study included the teachers who work in educational zones in Batticaloa district of SriLanka. A total of 110 respondents involved in this study. Quantitative and qualitative techniques were used to get information from the respondents. The quantitative techniques used to get information from the teachers by means of questionnaire whereas qualitative techniques were used to get information by means of interview. Data was analysed by both quantitatively and qualitatively. The findings showed that the secondary job activities done by teachers are teaching in private tuition, petty trade, animal farming, part time driving, petty trade, crop cultivation. The study also reveals the motives of the teachers moonlighting behavior among them were increasing their income, broaden their work experience and reducing their boredom. The results of the study also reveal that teachers view that their involvement in multiple jobs does not affect their lesson preparation, syllabus coverage, and students' assessment, but it affects teachers' professional development. This understanding of prevalence of moonlighting from school teachers' point of view will be more useful for policy makers in preparing education related policies in SriLanka.*

Keywords: Moonlighting, Teachers, Education, Students, Performance.

1. BACKGROUND OF THE STUDY

It has been observed that it is a common practice to hold second job in addition to primary job in both developed and developing countries. Betts (2006) found that it was a persistently well-established global trend and moonlighting practices were found in both skilled and unskilled labor. There are a variety of occupational groups that traditionally engage in the practice of moonlighting, such as doctors, lawyers, artists and even farmers. Similarly, teaching profession has been termed as the one with highest number of moonlighters. According to Lambert (2003) and Lambert and Hogan (2009) as cited in Ara and Akbar (2016), the trend of moonlighting is on the rise in education sector and specifically in public sector organizations. A study by Figlio (2002) states that teacher attitudes, teacher morale, teacher motivation, teacher efficacy, teacher job satisfaction may be considered essential and fundamental to the teaching occupation. However, the previous research findings show that the added desire of seeking second job in addition to the first permanent job may directly affect these teachers since they devote their time in the secondary job activities. Meanwhile there is a valid argument that the teachers touch the lives of thousands of students in each teaching hour. The SriLankan school system may not be a desirable exercise, because such study may miss some key aspects that are inherent in the SriLankan educational context. Therefore, this study focused on understanding the moonlighting practices from the teachers' point of in SriLanka.

2. SIGNIFICANCE OF THE STUDY

According to Rupasinghe and Samaraweera (2016), it was recorded as 11.1 per cent of employees in education sector which represents the highest proportion of moonlighting in the service sector and 9.8 per cent of professionals which records the second highest percentage among the all occupation categories in SriLanka in 2010. As long as the education sector is dependent on the commitment and hard work of teachers, there is a great need to further understand how teachers maintain required standard expected out of them. This can only be understood by understanding the practice of teachers' moonlighting and formulating polices for effective and efficient outcome. The adverse as well as favorable consequences of moonlighting deserve mounting interest about the moonlighting. The appearance of such effects reported by different researches into this subject provides the author with the motivation to undertake this study. Therefore, the present study aims to understand the teachers' involvement in second employment beyond their primary job in SriLanka.

3. PROBLEM STATEMENT

According to the policy research working paper conducted by Office of the Chief Economist, South Asia Region (2016), improvements in public school teacher pay, benefits, and working conditions in Sri Lanka are perceived to be overdue. Teaching job attributes are also perceived to have become less attractive over time, especially when contrasted against improvements in these attributes in prospective private sector jobs in Sri Lanka. Consequently, many teachers are forced to moonlight to make ends meet. Here teachers' moonlighting requires special attention to rectify the situation so as to realize high quality education. Based on the available literature reviewed, it is worth to conclude that the study on moonlighting in the field of education had not been approached adequately in Sri Lanka. Therefore, before going to in depth analysis on determinants and impacts of moonlighting practice of teachers, it is important to get an idea of prevalence of moonlighting from school teachers' point of view. Therefore, the current study intended to bridge this knowledge gap by investigating teachers' moonlighting in government schools in Sri Lanka. Hence, this study aimed to address three main research questions.

With respect to Batticaloa Zones, Sri Lanka,

1. What form of moonlighting practice the teachers involve in?
2. What motives the teachers have for involving in moonlighting activities?
3. How do teachers view about the negative impacts that moonlighting practices have on their primary job performance?

4. BRIEF LITERATURE REVIEW

Moonlighting is widespread in almost all economies. The rate of moonlighting varies across nations and across occupations. Husain (2014) defines moonlighting as "having a second job, part time or full time, in addition to a primary full-time job". The job may or may not be in the same line with the first one. It may be temporary or permanent (Sangwan, 2014). The Cambridge Dictionary (2010) defined moonlighting as "paid work that you do in addition to your normal job, especially without telling your employer". Several theoretical frameworks have been used to explain moonlighting. Betts (2006) classifies them into economical approaches and dispositional approaches. Economic approaches consider moonlighting mainly as a source of income. Dispositional approaches consider that there is more to moonlighting than financial necessity. Moonlighting is considered as a high value competitive advantage in the business world (Sabron & Hassim, 2018) and it is a complex phenomenon (Kisumano and Wa-Mbaleka, 2017). In the recent days the human resource management arena is emerging very fast and introducing customized working style in an organization and even in life style (Ashwini, Mirthula & Preetha, 2017). Therefore, Sabron and Hassim (2018) argue that in order to be adaptive in current and on-going standard of living, organizations should allow their employees to do moonlighting to capture the competitive advantage. Though, based on the findings it has been reported that, implementing moonlighting in an organization is a complicated issue for employers and it takes time to understand (Ashwini, et.al., 2017).

The decision to moonlight depends upon a number of factors. Various theoretical and empirical studies of the economics of moonlighting have provided a number of economic and socio demographic motive forces behind moonlighting decision of workers. Wisniewski and Hilty (as cited in Raffel & Groff, 1990) suggest three reasons for moonlighting: improving one's financial situation, developing one's hobbies or interests, and making oneself ready to leave the teaching profession. Raffel and Groff (1990) found that "the more a teacher is in the role of breadwinner, the more likely he or she is to moonlight". They found that the major reasons for moonlighting were financial and diversionary or development factors. Sabron and Hassim (2018) reported that the environment factor and personal factor had a positive relationship and significant towards employees' engagement in moonlighting. The result shows environmental factors and personal factor influence employees' engagement in moonlighting. However, behaviour factor is not significant towards employees' engagement in moonlighting. Ashwini, et.al. (2017), reported that because of the flexible working hours and work from home options offered, the moonlighting phenomenon is more prevalent in IT companies and also, they found demographic profile of employees such as number of family members, gender, work experience are important factors which influences IT professionals' intention to moonlight. And therefore, they suggested that the employee's demographic profile needs serious attention as the motives behind moonlighting dependent on them.

Raffel and Groff (1990) assert that "moonlighting is not necessarily a negative or unprofessional activity, and thus it is appropriate to ask deeper questions about the speculation and research presenting the dark side of teacher moonlighting". They report, however, that family and social activities are the most affected aspects by having an extra job, followed by reading and private study, physical well-being, and moral or mental health. Sangwan (2014) argues that moonlighting brings some issues such as overworked employees and poor health, threat of competition, business secrecy with the possibility of conflict of interest, inefficiency due to dealing with more than one job, and an ethical dilemma when working for two employers from the same industry. On the positive side, moonlighting has been found to provide the following advantages: increased job mobility (chance of getting a new job), access to a strong network due to being in contact with more people, improved skill set, and low employee turnover (Sangwan, 2014). Kisumano and Wa-Mbaleka (2017) found moonlighting to have many effects, both positive and mainly negative. According to them, moonlighting has a negative effect on teaching, research, professors' health and life expectancy, possible road accident, compromise with moral and ethical standards, student enrollment, and limited time the moonlighter spends with his or her family. On the positive

side, they stated moonlighting generates additional income for the family. In addition, it can generate more revenue for the primary employing institution. So it can be concluded that the moonlighting has both limitations as well benefits.

5. METHODOLOGY

This research is a quantitative and factorial study. Teachers who are working at government schools in Batticaloa district were considered as the population. There are three education zones in Batticaloa. Sample was selected using two sampling techniques. Using a table of random numbers, the names of individual teacher were selected from each zone and from that group of people, the teachers who currently involving in secondary employment were selected as the purposive sample. The sample for this study included 110 teachers. The data for this research was collected both from primary and secondary sources. The researcher utilized one structured questionnaire and a short interview with teachers as the primary source. For data analysis Statistical Package for Social Science (SPSS) version 20.0 software was used. Descriptively the data was analyzed. The responses from the questionnaire administered were presented in the form of tables, charts and figures etc. as appropriate.

Questionnaire

The questionnaire included two parts. Background information were asked in the first part of the questionnaire. Second part of the questionnaire included the questions in three main sections consisting of type of moonlighting practice, main causes for involving in moonlighting and benefits the teachers experience from moonlighting. Teachers were asked to indicate the extent to which they agreed with each statement. In order to make sure that the questions and the instructions are clear as well as to ensure the required time to complete the questionnaire by the participants, the questionnaire was piloted with a group of eight teachers.

Interviews

In order to get more detailed information from the participants, a short interview in conjunction with the questionnaire was also conducted with the teachers. A semi-structured interview was used for this purpose. Teachers were asked to volunteer for interviews and on this basis 10 teachers were able to be interviewed. The interviews were conducted at the teachers' schools, with the permission of the head teacher. For the analysis, interviews were transcribed and then categorized. As a result of this process key themes in the interview data were identified.

6. FINDINGS AND DISCUSSION

6.1 Demographic Characteristics of Respondents

With the permission of the school principals 118 questionnaires were distributed to the participants and from the returned, 110 was found as complete (a response rate of 93%).

The table 1 shows an overview on background information of the participants.

Table 1: Profile of Respondents

Sample Characteristics		Frequency	Percentage
Gender	Male	43	39.10
	Female	67	60.90
Age	Under 35	32	29
	35-44	52	47.27
	45 and above	26	24.13
Marital Status	Single	33	30
	Married	57	51.81
	Other	20	18.19
Years of experience in primary job	Less than 5 years	25	22.72
	5-9	32	29.09
	10-14	35	31.81
	15-19	12	10.90
	20-24	4	3.63
	25 and above	2	1.81
Household size	1 member	0	0
	2-3 members	48	43.63
	4-6 members	46	41.82
	7 and above	16	14.55

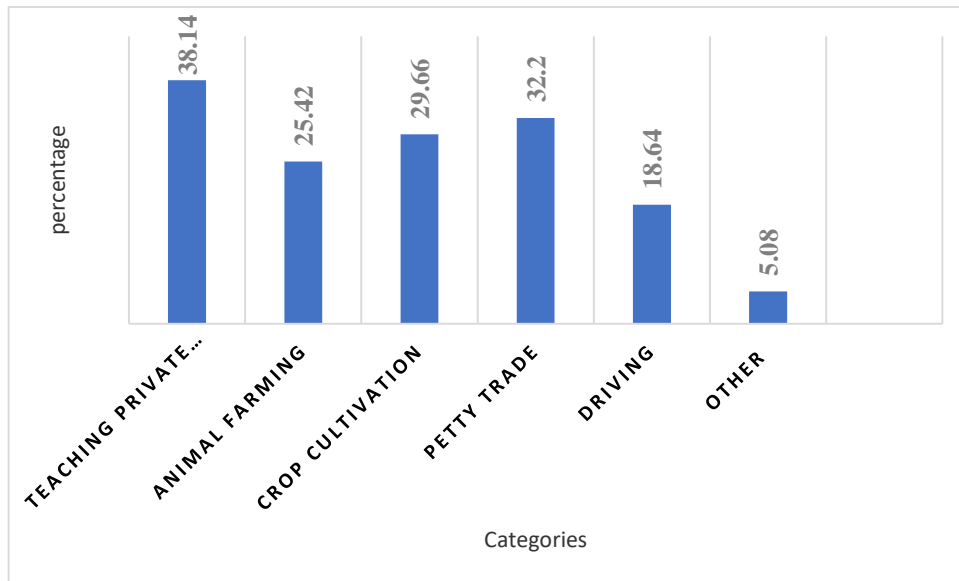
(Source: Survey Data)

Among the teachers who responded to the survey 39.1% are male and 60.9% are female teachers. With regard to age, 29% are under 35 years, 47.27% are between 35 and 44 years of age and 24.13% are aged above 45 years. The sample comprises 30% single teachers, 51.81% married teachers and 18.19% other marital statuses. The number of years of working experience of the respondent comprised 22.72% with less than 5 years, 29.09% with 5–9 years working experience, 31.81% with 10–14 working experience, 10.90% with 15–19 years of working experience, 3.63% with 20–24 years working experience, 1.81% with 25 and above years working experience. Among the teachers who responded to the survey 0% had one member household, 43.63% had between 2 and 3 member household, 41.82% had between 4 and 6 member household and 14.55% had 7 or more members of household.

6.2 Forms of Teachers Moonlighting

The first research objective was to find forms of moonlighting the teachers engage in. Figure 1 presents the summary of the responses on forms of moonlighting activities in which teachers mostly engaged in.

Figure 1: Forms of Teachers Moonlighting



(Source: Survey Data)

The figure 1 shows that majority of the teachers (38.14%) engaged in teaching private tuition, 32.20% engaged in petty trade and 29.66% engaged in crop cultivation. Similarly, 25.42% said they engage in animal farming and 18.64% involved in part time driving while 5.08% engage in other jobs.

During the interview some teachers mentioned that conducting tuition classes is the main form of secondary employment 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.

One teacher added that,

“some school teachers are lucky as they get chance to teach in government as well as privately owned higher education institutes on visiting basis during after school hours and weekends too as they have degree qualification. Hence some teachers have their own private education institutes for offering certificates courses for some subject areas like information technology, English, Accounting, etc.”

When some teachers were interviewed, they identified running stationery shops, running groceries, gardening, livestock farming like poultry, goat and cattle, as well as part time driving of three-wheeler and vans after school hours and during vacation period as their other moonlighting activities. Also, during the interview, one of the teachers added “it is difficult to tell exactly what types of additional jobs the teachers mostly engage in, but I am sure a considerable number of teachers are engaged in more than one job”.

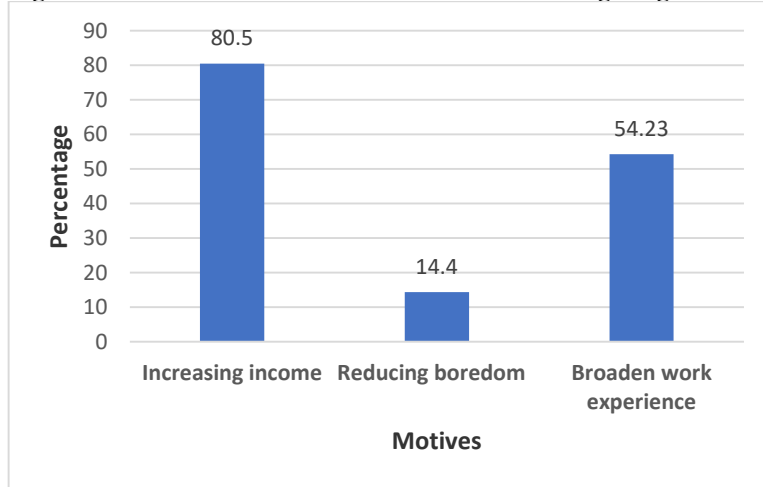
This finding is not unique to teachers moonlighting in SriLanka. Mulokozi (2015) and Sumra (2006) also observed the same finding as in this study that, teaching private tuition, teaching part time, as leading types of moonlighting activities in which teachers are engaged in mostly. However, this finding is contradictory with what Timothy and Nkwama (2017) found in their study. According

to 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 business.

6.3 Motives of Teacher Moonlighting

The second objective of this study was to understand for what motives the teachers are supposed to involve in secondary employment. The results are presented in the following table.

Figure 2: Teachers' Views on the Motives of Moonlighting Behaviors



(Source: Survey Data)

The data in the table above shows that most of the teachers 95(80.5%) said that they engage in moonlighting activities with the motive of increasing their income, next 64 (54.23%) said broaden their work experience and 17 (14.4%) attributed that the teachers engage in moonlighting with the motive of reducing their boredom. 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.

During the interview, majority of the teachers indicated that they are pushed to engage in moonlighting in order to strengthen their financial position. Further they pointed out that anyhow they have to involve in some kind of additional income earning activities in order to survive in the economic situation where cost of living is very high while their income from their primary job is low and to maintain a social status in the community.

By interviewing some teachers, it could be found that there are a number of reasons behind this financial motive for teachers' involvement in secondary jobs beyond their primary jobs. Settling loans borrowed from banks and other financial institutions, paying school children's tuition fees, covering high cost of living and aspirations of having a good life like the other professionals have are few of these that force teachers to seek for extra income and the only way to get this is to engage in secondary jobs.

One teacher added that

“as I am new to this profession, as a teacher I need to develop my personality and other aspects for this job to become a highly recognized professional in this society and at least five to 10 years of teaching experience is required to get opportunities in some other higher education institutions on visiting basis. So, I found that spending free hours in teaching private classes would be one way to enlarge my experience”.

Some teachers mentioned that their involvement in additional earning activities has been increased for the last one year due to Covid 19 pandemic situation. One teacher said “due to Corona pandemic reasons the schools are being closed down often. As a result of this I have more free hours at home that makes me feel so boredom and still to say, teaching was not my first choice. I am here due situation. So, I am so interested in farming and therefore I have involved in moonlighting activities like gardening and farming”.

Another teacher supported this fact by adding that “due to this pandemic situation the teachers are asked by the school to do classes for their school children via online being at home without giving a physical presence to their schools. Therefore, teachers have more free hours as they are able to conduct online classes not only in day times but in the night times also.”

These findings are consistent with previous studies, for example, Wisniewski and Kleine (1984) and Dickey, Watson, and Zangelidis (2011) who 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. The findings provide little support for the non-pecuniary motive. The findings suggest that moonlighting motive is mostly driven by low monthly salary and incentives the teachers receive.

6.4 Teachers' View on Negative Effect of Moonlighting on Primary Job Performance

The third objective of this study was to understand how do teachers view about the negative impacts that result from involving in moonlighting activities. The following table presents their view points.

Table 2: Teachers' View on the Effects of moonlighting on Primary Job Performance

Effects on moonlighting on teachers' job performance	Agree	Disagree
Poor lesson preparation	30.60	69.40
Poor syllabus coverage	27.82	72.18
Poor students' assessment	38.46	61.54
Poor professional development	58.35	41.65

(Source: Survey Data)

According to the findings above, majority of the teachers view that involving in secondary employment does not affect their lesson preparation, syllabus coverage and involvement in students' assessment. However, most of them agreed that moonlighting affects their professional development.

During the interview, when questions asked about the view on effects of moonlighting on lesson preparation one argued, "though we spend time in secondary job, we never fail to prepare lessons before teaching. We have prepared the lesson notes in advance. Hence, generally all teachers use a textbook, and in addition to that we are given enough time between one period and another. So, we use this time also for lesson preparation prior to the class".

However, one teacher pointed out that even though he knows well that spending more time in secondary works affects his lesson preparation, he continues moonlighting as he does not have any option for extra income earning. He also added that he uses the lesson records that he prepared years ago.

Regarding the syllabus coverage few teachers revealed that they try to cover the syllabus areas to their level best while giving more concern on their secondary jobs. They short out syllabus areas to be covered based on the past paper questions.

One teacher revealed that,

"I experienced difficulties in syllabus coverage when doing lessons online in covid19 periods. Because I had to prepare soft copy notes as well for teaching online, but it took long hours that are supposed to be used in my secondary job. Therefore, I skipped some areas that I felt as less important and to my knowledge, few questions have come in those areas so far."

Regarding the assessment of students' performance, one said that most of the teachers generally engage in monthly test to their students and it doesn't require more time to mark the assignments as teacher- student ratio is low in each class.

One more teacher supported this argument saying that in addition to the monthly test we do year end exams as well and we are given asked to hand over the students' assessment within a given time period anyhow. So, during that time, we used to spend less time in our secondary employment.

However, one said most of the moonlighting teachers are not genuinely involved in students' assessment and hence they give questions to the students which are easy and can be marked quickly and more over some moonlighting teachers fail to assess the students' works.

With regard to the impact of moonlighting on professional development of teachers, majority of respondents agreed that they are not able to improve their professional qualifications as they have to invest their time in their secondary job. Hence, one teacher added, even if he has time for professional development, his financial condition doesn't allow them to do so.

7. Conclusion

The results show that most of the teachers engaged in more than one secondary jobs beyond their primary job. Hence, teachers involve in teaching private tuition classes, farming, cultivation, petty trade, part time driving and other activities like photographing, fishing etc. and majority of the them do private tuition classes after working hours outside the schools. The analysis has also indicated that most of the respondents (69.1%) showed that the primary motive for them to involve in moonlighting activities is improving their financial stand. Also, majority of the teachers view that their involvement in secondary employment doesn't affect their lesson

preparation, syllabus coverage and students' assessment. However most of them are in the view of that their involvement in moonlighting activities leads to poor professional development. This study has contributed up to some extent to create an awareness to the school administrators, policy makers and government about the moonlighting behaviors from teachers' point of view. The current study was done on moonlighting from the point of view of the teachers who currently work in Batticaloa educational zones in Sri Lanka only. The findings cannot be generalized to all the teachers in Sri Lanka. Therefore, extended studies can be done by including the ideas and viewpoints of school teachers of other educational zones, school principals and students to get more accurate findings on moonlighting.

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