

## **Moonlighting and Teachers' Job Performance in Public Primary Schools in Selected Local Government Areas, Ogun State, Nigeria**

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### **Abstract**

*The performance of pupils in Nigerian public primary schools in which the majority of them cannot read is a reflection of the performance of their teachers. This has constituted a source of concern for all stakeholders in the Nigerian educational system. This study, therefore, adopted a descriptive survey research design to investigate the impact of moonlighting on teachers' job performance in public primary schools in a selected Local Government Area, Ogun State. Participants for this study consist of 150 primary school teachers selected from the population of 538 from 62 public primary schools using a simple random sampling technique. Data was collected using a self-structured questionnaire. Data collected were analysed using an independent sample t-test and multiple regression analysis for the three hypotheses. The findings revealed no significant gender difference in moonlighting among public primary school teachers, with a t-cal of 0.257 and p-value > 0.05 (0.797). However, a significant difference exists between moonlighting of unmarried and married public primary school teachers with a higher t-cal of 2.821 and p-value < 0.05 (0.005). Furthermore, the regression analysis results showed that moonlighting significantly influenced teachers' job performance in public primary schools with  $F(3, 146) = 317.654, p < 0.05, R^2 = 0.867$ . The study conclusively clarified that moonlighting significantly impacted teachers' job performance. It was therefore recommended that the government put in place motivational techniques to minimise moonlighting among teachers so that they can be more focused on the assigned job.*

**Keywords:** Moonlighting, Job Performance, Teachers, Primary School

## **Introduction**

The issue of teachers' job performance in Nigerian public primary schools has been of ultimate concern to the government and other key stakeholders, especially concerning quality teaching, personal development, and public service. It has become an alarming issue because the quality of graduating pupils from public primary schools is allegedly being challenged in secondary schools and by their counterparts from private primary schools as stated by The World Bank Group (2019), that 53 percent, of children in low and middle-income countries, are learning poor and 90 percent of them cannot read a simple text by the end of primary school, which is harming the socio-economic and political development of the countries. This situation is economically and morally unacceptable for an emerging economy like Nigeria. It is a fact that the public primary schools' system in Southwest Nigeria has approximately 65 percent of primary school learners (National Population Commission, 2004), and the teachers-pupils ratio is inadequate (Ikediashi & Amaechi, 2012; National Bureau of Statistics, 2016) and pupils' enrollment keeps skyrocketing (National Bureau of Statistics, 2016). Hence, the workload of the teachers increases, and government expectations from them are ever at the peak, whereas the teachers are less motivated intrinsically and extrinsically (Nwoye, 2018). They, therefore, seek to engage in other meaningful economic activities to either augment their earnings, find fulfillment or keep themselves in the teaching profession. The engagement of teachers in other jobs within or outside the working hours of the employer. is referred to as moonlighting.

Education is the bedrock of every prosperous and developed nation of the world (Salman, 2012) because it is the platform for human capital development for all works of life. Lassa (2000) mentions that education requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Hence, teachers' job performance is viewed as the pillar that bears other performance parameters of the educational system. Nwosu (2019) identified some factors that may influence teachers' job performance, which could be aptitude, attitude, teaching techniques, personality, classroom environment, etc. Most often, personnel working in the education sector in Nigeria holds the presupposition that they are not valued based on the imperativeness of what they do and their impact on the world at large. This is corroborated by the stand of

one of the participants in the UNESCO (2010) research which says “there is a stigma attached to teaching; teachers are poor, not connected with society, they have no influence and no status. Teachers do not get promoted or paid better and, therefore, they have no stimulant to make things better.....pp 20”. Veteran and experienced teachers are beginning to restrain from contributing their wealth of experience to improving the system because they engage in other activities (Owolabi, 2007; Akinsolu, 2010). Teachers in Nigeria, especially the ones working in the public sector still do not catch the glimpse of the prospects of what they do because they are marginalized in terms of their rate of valuation, that is, what they are paid. Consequently, most teachers have to seek elsewhere to either find true value for their worth, gain due recognition, or work to augment their primary income.

This study, therefore, examines the influence of moonlighting on the job performance of public primary school teachers. Betts and Patterson (2006), refers to moonlighting as engaging in a second job other than the full-time primary job. In other word moonlighting has to do with extra job that a person engages in apart from the primary work where and individual is receiving steady income. This simply means that many school teachers work outside of the school system for extra income during school hours so as to enhance their wages and improve their living conditions (Kimmel & Conway, 2001 cited in Mulokozi, 2015). However, in the opinion of Beynon, Jones, Pickernell and Packham (2015) moonlighting is the maximization of salary and employment conditions through the worker’s self-improvement activities.

Nath, Kpee, and Emewere (2017) noted that the concept of moonlighting emanates from the day man starts having the thought of earning beyond what he is presently paid in the organization which is often referred to as the quest for more and it can be traced back to the origin of man and survival. Ara and Akbar (2016) opine that moonlighting is understood as holding a second job outside of normal working hours. Also, most members of the workforce contribute to the secondary market by working additional hours either through additional jobs or through self-employment. It has been observed that it is a common practice to hold a second job or other streams of income in addition to primary jobs in both developed and developing countries, especially when the take-home pay of some classes of workers is too enough to settle bills (Betts, 2006).

Multiple job holding can act as a means of dealing with financial constraints, ensuring uninterrupted employment, and as a conduit for further career progression via the accumulation of necessary occupational expertise (Panos, Pouliakas & Zangelidis, 2011). Seema, Choudhary, and Saini (2021) observed that the increasing rate of moonlighting has adversely affected the growth and effectiveness of organizations. Betts (2006) finds that it is a persistently well-established global trend and moonlighting practices are found in both skilled and unskilled labour. Ara and Akbar (2016) found that the teaching profession has the highest number of moonlighters. The major reason why teachers engage in moonlighting is to make extra income in order to meet their monthly financial responsibilities. Kadzamira (2006) observed that teacher's engagement in moonlighting may be responsible for poor performance in public examinations.

Recently in Nigeria, the federal and state governments signed the new minimum wage agreement with the labour union which is ₦30,000, while according to Olatunji (2020), Ogun State Government pledges to pay ₦30,500. It is imperative to note that all of the increases in wages are never commensurate with the cost of living and the purchasing power of money, by implication, the meager token the public and civil servants are paid is not enough to cater to the basic needs and pay bills. The basic metrics to measure the standard of living in the country are major, the Gross Domestic Product (GDP), Average Poverty Index, Per Capita Income, and Consumer Index (UNSECO 2015b; Fyfe, 2007). Although the GDP of the country is raising gradually over 40.1 percent of the population is below the poverty line (NBS, 2019). In essence, most public school teachers will be found in the poverty range if they don't step up to do extra jobs to augment their meager pay which has lost its purchasing power in the face of the high rate of inflation (ILO, 2016). For some teachers who are close to retirement, they moonlight in preparation for life after civil service, just as a means of self-reliance. The findings of Timothy and Nkwama (2017) confirm the proposition that moonlighting is used by formal sector workers as a transition into self-employment after retirement.

In discussions about the professional lives of public-school teachers, moonlighting has become both an acceptable and a non-controversial practice; a by-product of a society that is antagonistic toward public workers and encouraging private employment markets (Giroux, 2005).

Adebisi (2019) observed that moonlighting is a pathological issue for workers in Nigeria, like in other parts of the world. The effect of moonlighting on the moonlighters and the establishment should not be ignored as it may negatively affect the productivity of the organization. This is also applicable to teachers also who spend hours working in a second job or family work instead of using the periods to effectively prepare for and teach lesson to students and consequently affect students' performance. According to Ara and Akbar (2016), moonlighting is perceived both as a negative and a positive practice. Research suggests that teachers moonlighting, if contained by the educational sector; helps invigorate teacher practice and might improve workplace performance (Parnham & Gordon, 2011; Raffel & Groff, 1990 as cited in Fitchett, Heafner & Harden, 2016). However, moonlighting outside of education potentially pushes teachers into other careers and takes time away from work in the classroom (Winters, 2010). Among the reasons for moonlighting among teachers is the financial preparation for the future uncertainty and also making use of the available opportunities for networking in order to further improve their profession, and intellectual capacity (Kisumawo & Wa-Mbaleka, 2017).

However, Parham and Gordon (2011) find that moonlighting affects negatively several aspects of teaching as a profession including less time to collaborate with peers, poor career growth, and quality of instruction. Thus, if not managed well, doing multiple jobs may negatively affect both the teacher and student performance. One of the participants in the focus group discussion conducted by Mulokozi (2015) submits that "by engaging in moonlighting teachers often lack time to prepare lesson plans, lesson notes and even teaching and learning materials. Hence, you find a teacher teaching using a textbook or the same lesson notes for many years without accommodating new ideas.

Various researchers have different reasons why teachers engage in moonlighting for example Timothy and Nkwama (2017) found out that there is an association between salary levels and moonlighting. The study of Im and Cho (2017) also reveal that the insecurity of the primary job appears to lead to a higher probability of taking a second job, by implication; if the wages or salary of the primary job is increased worker will not still stop moonlighting because of job insecurity. However, within the workspace of civil servants in Nigeria, job security is higher, so they are assured of keeping their job for a duration allowed to workers.

Empirical research over the past years has shown changes over time in the demographic factors and frequency of moonlighting activity (Betts, 2011). Given these changes, it becomes necessary to establish the current relationship between moonlighting effect and teachers' job performance with key demographic constructs that have been explored in the past. Traditionally, men are viewed as the breadwinners of the family that is the primary income earners, thus many studies by veteran researchers on the subject of moonlighting upheld the view that men were more likely to moonlight than women, probably because of the responsibilities they would have to shoulder (Pearson, Carroll & Hall, 1994, Williams, 1991, Wilensky, 1963). Nevertheless, there is a reason to believe the correlation between gender and other demographics and moonlighting has changed in recent years because the number of women in the labour force has equated, if not surpassed that of men (NBS, 2016; Amirault 1997).

Given the potential effect of moonlighting on the teachers' job performance and the conflicting evidence in literature coupled with the fact that there are no extant empirical studies on demographic differential relationships with moonlighting, the present study attempts to re-examine the impact of moonlighting, on teachers' job performance in public primary school in Ogun state, Nigeria.

### **Purpose of the Study**

The aim of this study is to find out the impact of moonlighting on teachers' job performance in public primary school in Ogun State, Nigeria. Specifically, the study aims to determine:

1. The influence of moonlighting on teachers' job performance in public primary schools in Ijebu East Local Government Area.
2. Gender difference in moonlighting among public primary school teachers in the Ijebu East Local government Area.
3. The significant difference between moonlighting of married and unmarried public primary school teachers in the Ijebu East Local government Area.

### **Research Hypotheses**

The following are the research hypotheses for this study:

1. Moonlighting does not significantly influence teachers’ job performance in public primary schools in Ijebu East Local Government Area.
2. There is no significant gender difference in moonlighting among public primary school teachers in the Ijebu East Local government Area.
3. There is no significant difference between moonlighting of married and unmarried public primary school teachers in the Ijebu East Local government Area.

**Methodology**

This study adopted a descriptive survey design to investigate the impact of moonlighting on teachers’ job performance in a selected Local Government Area of Ogun State, Nigeria. The Local Government under study consists of 62 public primary schools with 538 teachers out of which 150 teachers responded to the questionnaire administered. The instrument for data collection was a self-structured questionnaire titled “Moonlighting and Teachers’ job performance Questionnaire (MTJPQ). The questionnaire has 3 sections (A, B, and C) - Section A was on demographic information of the respondents, Section B comprises items on moonlighting, and section C contains items on teachers’ job performance in public primary schools. The questionnaire response structure was designed in the Likert scale format to which the respondents responded to how much they agree or disagree with the items (SA- Strongly Agreed, A- Agreed, D- Disagreed, and SD- Strongly Disagreed. With the Cronbach alpha reliability coefficient of 0.86. The data collected was analyzed using a t-test and linear regression analysis.

**Results**

**Hypothesis One:** Moonlighting has no significant influence on teachers’ job performance in public primary schools in Ijebu East Local Government Area.

**Table 1: Multiple regression Analysis on the influence of moonlighting on teachers’ Job Performance in public primary school in a selected LGA, Ogun State**

Variables	B	R <sup>2</sup>	Δ R	Df	F	t	Sig(P-Value)
(Constant)	2.416	0.867	0.864	146	317.654	2.404	0.017
Additional Income	-1.021					7.921	0.021
Skill Diversity	1.570					23.153	0.008

Blocked Promotion	-0.178	1.416	0.159
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*Note:  $\beta$  = Standardized regression weight;  $R^2$  = Explained variance;  $\Delta R^2$  = Change in R; Df= Degree of Freedom; F=F-Ratio: t= T-test; Sig=Significance level*  
*Dependent Variable: Teachers' Job Performance*  
*Predictors: (Constant), Additional Income, Skill Diversity, Blocked Promotion.*

Based on the result of the multiple regression analysis in the table above, the coefficient of multiple determination ( $R^2$ ) gives a positive value of a portion of the total variation in the dependent variable that is explained by the variation in the independent variables. The results obtained  $R^2 = 0.867$  implies that there is a high linear relationship between the teachers' job performance and moonlighting. It can be implied that teachers' job performance is accounted for by additional income, skill diversity, and blocked promotion 86.7 percent, while the remaining 13.3 percent is accounted for by some factors not specified in the research model.

More so, the probability values of the independent variables indicate the level of significance. For Table 1, it is shown that additional income and skill diversity have a significant effect on teachers' job performance with a p-value of 0.021 and 0.008 respectively, while the blocked promotion is not significant (P-value of 0.159). In summary, the multiple regression shows that moonlighting has a significant influence on teachers' job performance with F-ratio (3, 146) = 317.654,  $p < 0.05$ ,  $R^2 = 0.867$ . Therefore, the null hypothesis that stated moonlighting has no significant influence on teachers' job performance is rejected.

**Hypothesis Two:** There is no significant gender difference in moonlighting among public primary school teachers in the Ijebu East Local Government Area.

**Table 2: Independent sample T-test on the gender difference of moonlighting among public primary school teachers in the Ijebu-East Local Government Area.**

Variables	N	Mean	SD	Df	t-cal	t-tab	P-Value
Male Public Primary School Teachers who moonlight	73	4.77	3.251	148	0.257	1.976	0.797
Female Public Primary School Teachers who moonlight	77	4.64	2.973				



Table 2 above reveals that no significant gender difference in moonlighting (p-value of 0.797) among public primary school teachers in the area of study. This means that there is no significant difference in the practice of moonlighting by male and female teachers in public primary schools with a mean value (of 4.77) for male public primary school teachers who moonlight and (4.64) for female public primary school teachers who moonlight. Therefore, the hypothesis that stated no significant gender difference in moonlighting is accepted.

**Hypothesis Three:** There is no significant difference between moonlighting of married and unmarried public primary school teachers in the Ijebu East Local government Area.

**Table 3: Independent Sample T-test on the difference between moonlighting of married and unmarried public primary school teachers in Ijebu-East LGA, Ogun State.**

Variables	N	Mean	SD	Df	t-cal	t-tab	P-Value
Unmarried Public primary school Teachers who moonlight	45	35.19	2.57	148	2.821	1.976	0.005
Married Public primary school Teachers who moonlight	105	36.64	3.02				

Table 3 above shows that a significant difference ( $p = 0.005$ ) exists between moonlighting of married and unmarried public primary school teachers in the area of study. This implies that married teachers in public primary schools engaged in moonlighting more than those who were unmarried, probably because of the weight of family responsibilities. Likewise, this was reflected in the high mean value (3.02) for married teachers and (2.57) for unmarried teachers in public primary schools. Based on this result the hypothesis that stated no significant difference between moonlighting of married and unmarried public primary school teachers is rejected.

### Discussion of findings

The findings from results presented on hypothesis one revealed that moonlighting significantly influenced teachers' job performance, which corroborated that of Mulokozi (2015) who found that moonlighting significantly influenced the teachers' job performance by looking that the delivery in the classroom, effectiveness in preparing a lesson plan,

teaching methods, students' interaction, mastering of subjects, allowing class participation, involvement in school and sporting activities and effective use of instructional resources. Delving into the findings, it was obvious that additional income and skill diversity significantly influenced teachers' job performance, and blocked promotion seemed not to have much significant impact on teachers' job performance.

The result of the second hypothesis shows that there is no significant gender difference in moonlighting among public primary teachers in Ijebu-East. This is in dissonance with Winter (2010) and Timothy and Nkwama (2017) who found that male teachers had a higher tendency of moonlighting than female teachers. Also, the submission of Betts (2011), stated that male teachers were prone to moonlighting based on the higher summer job pay and outside employment remuneration, with a lower spouse's pay compared to that of the female teachers.

With regards to marital status, the study found that there was a significant difference between moonlighting of married and unmarried teachers in public primary schools in Ijebu-East this corroborated with the opinion of Abdukadir (1992) that there is a probability of increased moonlighting with the increase in the number of the family members. The finding was contrary to that Baah-Boateng *et al* (2013), who resolve that most married men are more likely to engage in multiple job-holding than single men, while married women were less likely to take up extra jobs than single women.

## **Conclusion**

Based on the literature reviewed for this study, one can infer that moonlighting influence teachers' job performance both positively and negatively based on the relatedness of the extra job to the primary task. From the findings of this study, one can conclude that there is no significant gender difference in moonlighting among public primary school teachers in Ogun State, Nigeria. Although there are more female teachers in the teaching service, however, there seems to be no significant difference in their degree of participation in moonlighting, this supports the proponent of the relative deprivation theory that emphatically states that any level of deprivation will trigger a form of reaction, which could come as engaging in multiple job-holding by both male and female teachers to cushion the effect of the deprivation.

Also, it can be concluded that married teachers are most likely to moonlight than unmarried ones, this may be due to the weight of family responsibilities. This study's results, also unveiled that moonlighting significantly influences teachers' job performance in public primary schools. The thrust of this study, reveals that moonlighting is a general phenomenon among public primary school teachers at varying degrees depending on their differential demographic features and it has the tendency to influence teachers' job performance (positively or negatively) when such extra engagements are related to the primary job of teaching.

### **Recommendations**

Based on the finding of this study, the following are recommended:

- i. A better salary structure for the teachers in public primary schools should be implemented, in order to reduce the urge of seeking other means of earning additional cash, which will help them focus on their teaching job for improved job performance.
- ii. Seminars, workshops, and public enlightenment should be organized to orientate public primary school teachers on the phenomenon of moonlighting, work-life balance, flextime schemes, and attention management.
- iii. The professional atmosphere in schools should be improved upon that is, the provision of professional advancement within the educational space backed up with financial rewards and professional reinforcement should be made by the government.
- iv. The prompt effect of teachers' promotions with the due benefits, will dissuade teachers from engaging in multiple job-holding and help them focus on their primary job more for quality service delivery.
- v. The government should create avenues to earn an additional income within the scope of the teaching service portfolios, like setting up local internal facilities where some creative teachers could utilize their innovative skills to develop teaching aids and support materials, which could as well earn them recognition and cash.

- vi. Rebate of school fees of the public-school teachers should be provided since one of the essences of moonlighting is to get extra money to cater for their family members.

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