

**DISPOSITIONAL MOTIVE FOR MOONLIGHTING AND ITS EFFECTS  
ON ACADEMIC STAFF'S PERFORMANCE, RETENTION AND  
TURNOVER ACROSS TERTIARY INSTITUTIONS IN EKITI STATE,  
NIGERIA**

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***Abstract***

*The study examined attendant effects of dispositional motives for moonlighting on academic staff across tertiary institution in Ekiti State, Nigeria; using a descriptive survey design. The three possible factors that were considered as attendant effects of Dispositional motive for moonlighting includes: Job Satisfaction, Job Performance and Turnover Intention. The study population is drawn from the entire six tertiary institutions in Ekiti State (covering Federal, State- and Privately-owned Universities, Polytechnics and Colleges of Education). Population for the study is 2,547 academic staff of these selected tertiary institutions, out of which 346 academic staff were sampled. The research instrument questionnaire for the study was administered using proportional and stratified random sampling techniques. Data gathered were tested using regression models. The study result showed that for every academic staff who moonlights for dispositional motive, the three identified attendant effects of Job Satisfaction, Job Performance and Turnover Intention were found significant at  $t = 3.729$ ;  $5.329$  and  $8.270$  @  $p < 0.05$  respectively. From the findings therefore, Turnover Intention was found to be more significant, followed by job performance and Job Satisfaction. The implication of this is that moonlighting driven by disposition can significantly aid staff turnover intention among academic staff of tertiary institutions; whereas, the drive also has a way of impacting positively and significantly on Job Satisfaction and performance. It is recommended that academic staff given moonlighting opportunities should be made to sign bonds that will prevent them from quitting their primary assignment.*

**Keywords:** Turnover Intention, Job Satisfaction, Job Performance, Dispositional Motive, Moonlighting

**1. INTRODUCTION**

Staff of tertiary institutions that are in the academic section are referred to as academic staff. Although, there are various challenges affecting the academic sector in Nigeria; the common of these challenges are meeting the required standards expected of them, meeting the demands of the workforce, maintenance

of the integrity of the work, efficiency and effectiveness of staff among others. Although, right from the beginning when education was introduced to Africa, with little tertiary institutions, moonlighting was not significant however, as more tertiary institutions began to spring forth moonlighting became the order of the day because there was not enough academic staff that have qualifications and experience that is of required expectation by regulators such as National Universities Commission's (NUC) (Nedae, Alavi & Ramezani, 2012). This mounts pressure on the few that are available to teach in more than one tertiary institution especially professors who are engaged mostly on part-time basis because of their experience and for the purpose of accreditation cum image laundering. Like in the rest of the globe, moonlighting is a rampant act in Nigeria, with researchers in the economic and human resource field having little or no time for it (Baah-Boateng, Oduro & Adjei). Both public and private institutions' employees are seen involving in moonlighting. Therefore, the need to reinvestigate the factors influencing moonlighting and their attendant effect becomes imperative. Ashraf and Kadir (2012) asserted that there is no single motive for moonlighting and succinctly put, dispositional motive, job enrichment motive, financial motive and job enlargement motive are the commonest of all motives for moonlighting. The author further stated that for all employees who moonlight, the major things are constant to them, which includes; satisfaction, performance and turnover intention. The implication is that whenever anyone moonlight, either of these three things are likely going to happen.

Previous authors have looked at moonlighting on job satisfaction, organizational commitment and job performance (Ara & Akbar, 2016; Khatri & Khushboo, 2014; Ologunde, Akindele & Akande, 2013). One interesting thing about moonlighting is that, identifiably, few researchers have researched on the topic in Nigeria, and equally, scanty works have evaluated these motives differently, viz-a-viz the attendant effects. This study is pinned down to dispositional motive and the possible intention with the attendant effects shown in literature.

## **2. LITERATURE REVIEW**

Betts (2011) categorised moonlighting into two frameworks, which are the financial/economic approach and individual/dispositional approach to moonlighting. The financial approach means where economic reasons/ meeting financial necessities are the motivation behind moonlighting choices while the dispositional approach means where more energy and higher aspiration drive, achievement and fulfillment are the motivation behind moonlighting choices.

Moonlighting is seen from two angles as identified by Banerjee (2012), the first is fact definition, which believes an employee is moonlighting if he clinches unto multiple jobs at the present, though it does not put into consideration the time in which the jobs are held concurrently. The second is the duration definition, if an employee embraces multiple jobs over a specific time interval then this can be said to be moonlighting. It should be of note that moonlighting as of today now include activities like investments, hobbies, self-employment and other interest that results in extra income. In addition, moonlighting is a strategy for career development for some professionals not just an extra income for workers that are underpaid. Having a job at hand in parallel to a second one threads from the cycle of blue moonlighting to full moonlighting.

Dispositional motive means where more energy and higher aspiration drive, achievement and fulfillment are the motivation behind moonlighting choices. From the beginning of moonlighting study, scholars have noticed that moonlighting decision varies from person to person. Thus, to understand the reasons of moonlighting from the perceptive of individual personality will be special. Betts (2011) opined that the dispositional drive was backed by the aspiration theory to give it a stand. This motive assumes that moonlighting is rooted in the person logical makeup of such individual because it's a personal theory (Wang, Ni, & Xie, 2006). Dispositional variables are personality, individual characteristics, personal disposition and traits.

### **2.1 Transition from Blue Moonlighting to Full Moonlighting**

**Blue Moonlighting:** Banerjee (2012) described this to be when workers attempt

to look for part-time job alternatives when they are not satisfied with their present job and its relevant pay. However, their efforts go in vain when they are unable to find any part-time job. This fruitless effort and its consequences may be called blue moonlighting by the workers.

**Quarter Moonlighting:** quarter moonlighting means when workers hold part-time jobs along with their current job where they likely spend a small portion of their time on the second job. They do this in order to survive their current job and supplement themselves with the benefits of the additional job. Therefore increase in demand for resources/wealth by the worker is referred to as quarter moonlighting (Banerjee, 2012)

**Half Moonlighting:** Some workers will be dissatisfied with their income in their present job because their expectations on salary are very high. In view of the above, they moonlight just to enjoy luxury and a convenient lifestyle. This set of individuals spends half of their time in the other job instead of their original job to earn large incomes. This type of moonlighting can be referred to as half moonlighting (Banerjee, 2012).

**Full Moonlighting:** Banerjee (2012) explained this situation to be when the worker is likely to devote the whole of his available work time to the additional job or business. They keep staying on the previous job to fall back on it in times of need. Their social and financial position will nearly be ascertained by their additional job. This type of moonlighting is described as full moonlighting by the worker. Individuals have different reasons for having additional jobs. Most do it as the start of an occupation-change move, getting of experience in a new field of career before making a total switch. Some have multiple jobs just to meet life expenses / financial necessities while others engage in it (most times on temporary basis) to get extra money/income. Aspirations, higher energy level, been ambitious are some other reasons for this act. Lastly, others engage in it because they enjoy the second job.

If staff does not understand or know the outcomes required of them, there is a danger that there will be work but with no performance. Consequently, not all

effectiveness equals efficiency; but all efficiency has to result in effectiveness. Functioning to work effectively and efficiently are a distinct indication of good performance, though the variables depend on each other. These variables do not only influence each other but are also influenced by other factors and also have an influence on other factors. Several variables are used in the studies connected to organisational behaviour and the aspect of employees' effectiveness. The effectiveness-dependent variables that have been studied include job satisfaction, job performance, job stress, leaving the job and so on (Gholipour, 2007; Thompson & Vecchio, 2009; Chen, 2004 as cited by Nedae *et al.*, 2012).

### 3. METHODOLOGY

ITEMS		FREQUENCY	PERCENT
GENDER	Female	144	41.6
	Male	202	58.4
	<b>Total</b>	<b>346</b>	<b>100</b>
Age	20-30years	35	10.1
	31-40years	150	43.4
	41-50years	110	31.8
	51-60years	42	12.1
	61 years- above	9	2.6
	<b>Total</b>	<b>346</b>	<b>100</b>
Marital Status	Single	71	20.5
	Married	251	72.6
	Divorced	9	2.6
	Separated	5	1.4
	Widowed	10	2.9
	<b>Total</b>	<b>346</b>	<b>100</b>
Highest Educational Level	PhD	49	14.1
	MSC	176	50.9
	BSc	121	35.0
	<b>Total</b>	<b>346</b>	<b>100</b>
Name of Institution	EKSU	105	30.4
	ABUAD	53	15.3
	FUOYE	42	12.1
	FEDPOLY	102	29.5
	CPOLY	5	1.5
	Coe.ik	39	11.2
	<b>Total</b>	<b>346</b>	<b>100</b>
	Length of Service	1-3years	85

3-6years	127	36.7
6-9years	77	22.3
9-12 years	36	10.4
More than 12years	21	6.0
<b>Total</b>	<b>346</b>	<b>100</b>

Descriptive survey research design was employed for this study, which involves getting direct information from a group of persons through administration of structured questionnaire to the target respondents. These respondents were drawn from Ekiti State University (EKSU), Federal University Oye (FUOYE), Afe Babalola University (ABUAD), Federal Polytechnic Ado (FEDPOLY), Crown Polytechnic (CPOLY) and College of Education, Ikere (COE.IK).

Academic staff members of these institutions were the target population, totaling 2,547 of which 346 were sampled using Yamane (1967) sampling Model. The questionnaire was distributed using proportionate and stratified random sampling technique. Closed ended questionnaire was employed and the questionnaire was based on five point Likert scales. The instrument was divided into three sub-sections. Section A was used to elicit demographic information about respondents; Section B for dispositional motive for moonlighting and section C was used to extract responses on Job Satisfaction, Job Performance and Turnover Intention. Data generated were analysed using regression models, while F statistical values were adopted for hypotheses testing considering the fact that  $n > 30$ .

#### 4. RESULTS AND DISCUSSIONS

##### Table 1: Profile of Respondents

#### 4.1 Presentation of Respondents' Demographic Data

As revealed in Table 1, demographic distribution of respondents revealed that 202 (58.4%) Male staff responded while 144 (41.6%) Female staff responded in the field survey. The Age Distribution of respondent revealed that respondents within the age bracket of 20- 30 years amounted to 35 (10.1%), age bracket 31- 40 years

with percentage of 150 (43.4%), while age bracket 41-50 years with percentage of 110 (31.8%), age bracket 51-60 years with percentage of 42 (12.1%) and 61 years and above with percentage of 9 (2.6%).

Equally, the highest number of respondents were married with 251 (72.6%), while 71 (20.5%) of the respondents were single and 24 (6.9%) of the respondents fall under the category of divorced, separated and widower. Respondents with highest Educational Level are M.Sc. holders with 176 (50.9%), while 121 (35.0%) are accounted for staff with B.Sc. while the Ph.D. holder is 49 (14.1%).

Also in Table 1, the respondents working in the institutions for less than three years amounted to 85 (24.6%), between 3-6 years was 127 (36.7%), 6-9 years was 77 (22.3%), 9-12 years was 36 (10.4%), while more than 12 years was 21 (6.0%). The questionnaires were distributed according to the number of staff working in each Institution in Ekiti state using Yamane sampling technique. EKSU has the highest population with a sample size of 105 respondents, ABUAD with 53, FUYOYE with 42, FEDPOLY with 102, CPOLY with 5, COE.IK with 39.

The implication of these distributions is that respondents were evenly distributed across demographic distributions while it also covers a vast of more experienced academics across the tertiary institutions examined.

#### 4.2 Discussion of Findings

**Table 2: Regression Results of Dispositional Motive for moonlighting on Job Satisfaction**

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	B	Std Error	T value	P Value
Dispositional Motive	0.591	0.349	0.343	.223	.060	3.729	.000
Constant				0.683	.264	2.585	.010

Source: Data Output (2019)

From Table 2, the R (correlation Coefficient) gives a positive value of 0.591; this indicates that there is a strong and positive relationship between dispositional motive for moonlighting and job satisfaction. The R<sup>2</sup> is a portion of the total variation in the dependent variable that is explained by the variation in the

independent variables. From the results obtained,  $R^2$  is equal to 0.349, this implies that dispositional motive for moonlighting brought about 34.9% variance in job satisfaction, this is further proven by the adjusted  $R^2$  that shows the goodness of fit of the model which gives a value of 0.343, implying that when all errors are corrected and adjustments are made the model can only account for 34.3% of dispositional motive for moonlighting in the surveyed tertiary institution.

From Table 2, the unstandardised  $\beta$  co-efficient of dispositional motive for moonlighting gives positive value of 0.223 with  $t= 3.729$  and ( $P= 0.000 < 0.05$ ). This result showed that dispositional motive for moonlighting has a positive effect on job satisfaction. This means that respondents' reason for job satisfaction is strongly influenced by dispositional motive for moonlighting. However, the higher the T-value, the better the result and the positivity of the result showed that dispositional motive is positively related to employee effectiveness.

**Table 3: Regression Results of Dispositional Motive for moonlighting on Job Performance**

Model	R	$R^2$	Adj. $R^2$	B	Std Error	T value	P Value
Dispositional Motive	0.521	0.272	0.264	.266	.050	5.325	.000
Constant				1.625	.244	6.655	.000

Source: Data Output (2019)

Examining the dispositional motive for moonlighting on job performance, the R (correlation Coefficient) gives a positive value of 0.521; this indicates that there is a strong and positive relationship between dispositional motive for moonlighting and job performance. The  $R^2$  is a portion of the total variation in the dependent variable that is explained by the variation in the independent variables. From the results obtained,  $R^2$  is equal to 0.272, this implies that dispositional motive for moonlighting brought about 27.2% variance in job performance, this is further proven by the adjusted  $R^2$  that shows the goodness of fit of the model which gives a value of 0.264, implying that when all errors are corrected and adjustments are



made the model can only account for 26.4% of dispositional motive for moonlighting in the surveyed tertiary institution as shown in Table 3.

The unstandardised  $\beta$  co-efficient of dispositional motive for moonlighting gives a positive value of 0.266 with  $t= 5.325$  and ( $P= 0.000 < 0.05$ ). This result showed that dispositional motive for moonlighting has a great significant effect on job performance, therefore, it was found significant. This means that respondents' reason for job performance is positively influenced by dispositional motive for moonlighting as shown in Table 3. However, the higher the T-value, the better the result and the positivity of the result showed that university staff are consulted before taking decisions in various units or departments of the institutions in southwest, Nigeria.

**Table 4: Regression Results of Dispositional Motive for moonlighting on Turnover Intention**

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	B	Std Error	T value	P Value
Dispositional Motive	0.524	0.275	0.268	.428	.052	8.270	.000
Constant				2.055	.233	8.835	.000

Source: Data Output (2019)

Measuring dispositional motive for moonlighting on turnover intention, the R (correlation Coefficient) gives a positive value of 0.524; this indicates that there is a strong and positive relationships between dispositional motive for moonlighting and turnover intention. The R<sup>2</sup> is a portion of the total variation in the dependent variable that is explained by the variation in the independent variables. From the results obtained, R<sup>2</sup> is equal to 0.275, this implies that dispositional motive for moonlighting brought about 27.5% variance in turnover intention, this is further proven by the adjusted R<sup>2</sup> that shows the goodness of fit of the model which gives a value of 0.268, implying that when all errors are corrected and adjustments are made the model can only account for 26.8% of dispositional motive for moonlighting in the surveyed tertiary institution as shown in table 4.

The unstandardised  $\beta$  co-efficient of dispositional motive for moonlighting gives a positive value of 0.428 with  $t = 8.270$  and  $(P = 0.000 < 0.05)$ . This result showed that dispositional motive for moonlighting has a great significant effect on turnover intention therefore, it was found significant. This means that respondents' reason for turnover intention is strongly and positively influenced by dispositional motive for moonlighting as shown in Table 4. However, the higher the T-value, the better the result, this negates the findings of Ologunde, Akindele and Akande (2013) which revealed that there is an inverse correlation between the number of universities lecturers and number of lecture hours they teach. It also revealed that there is a notable difference in performance in terms of the quantities of paper publications and project supervision in Nigeria.

### 4.3 Test of Significance

**Table 5: F-test Statistics**

Constructs	F calculated	F tabulated	Ho	Hi	Remark
Turnover Intention	52.090	4.26	Reject	Accept	Significant
Job Satisfaction	36.198	4.26	Reject	Accept	Significant
Job Performance	36.804	4.26	Reject	Accept	Significant

Source: Data Output (2019)

The F-test is used to test the overall significance of a model by comparing the F calculated with the F tabulated, the comparison is done on the table 4.5. The table shows that the calculated value of F-calculated distribution gives a value lesser than the F-tabulated. Hence, we accept alternate hypothesis and reject null hypothesis. This implies that dispositional motive for moonlighting will significantly affect employee effectiveness of Academic Staff among Tertiary Institutions in Ekiti State.

### 5.1 Conclusion

Based on the findings of this study, it was concluded that dispositional motive for moonlighting will lead to Turnover Intention, Job Performance and Job Satisfaction among academic staff of tertiary institutions in Ekiti State, Nigeria. The implication of this is that as employees moonlight; they tend to develop interest of moving to the secondary job if they are exposed to better academic

environment and quality of management and leadership style. Most especially, the academic freedom that is predominantly permissible in public institutions, but, missing conspicuously in the private institutions can be a source of turnover intention for an academic staff whose place of primary assignment is in the private institution and moonlights in the public institution. Also, irregular payment of emoluments, absence of serene environment and teaching aids/tools can facilitate intention to move from place of primary assignment to that of secondary engagement for moonlighting which may be occasioned by disposition of individual academic staff.

However, any academic staff who moonlights for dispositional motive might find solace in the additional income gotten via the moonlighting opportunities via the secondary engager. The resultant effect of this could therefore endear such academic staff to the primary employer who releases and provides such moonlighting opportunities, which could possibly bring about satisfaction with the primary employers and by extension improves performance at work. To this end, academic staff moonlighting driven by dispositional motive has both positive and negative implications on tertiary institutions. As employees get more motivated to do their work more for the privilege so been enjoyed, the organisation is also poised to lose such academic staff to other competing institutions.

## **5.2 Recommendation**

Based on the findings of this study, it is recommended that academic staff cherishes moonlighting opportunities and such should be allowed in tertiary institutions. Meanwhile, in order to prevent high turnover, academic staff given moonlighting opportunities should be made to sign bonds that will prevent them from quitting their primary assignment.

## **5.3 Suggestion for further studies**

This study investigated the effect of dispositional motive for moonlighting on employee effectiveness with reference to academic staff of tertiary institutions in Ekiti State. However, further research can be done comparatively among public

and privately owned tertiary institutions.

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