



# Effect of Moonlighting Among Students - An Investigative Study

R. Thamilselvan<sup>1</sup>, A.Govindarajan<sup>2\*</sup>, Tandra Venkata siddardha<sup>3</sup>, P. Naga Mahendra<sup>4</sup>,  
Jhathin surya Kandregula<sup>5</sup>, Vaddi Srinadh<sup>6</sup>

## Abstract

The objective of the study was to identify the important Effect of moonlighting among students perusing UG and PG. For the study, the researcher adopted a descriptive research design, wherein the data was collected from 416 students perusing UG and PG in the Chennai district. The researcher adopted a simple random sampling technique. Herein the data was collected using a structured questionnaire. From the analysis performed it can be interpreted that, an equal proportion of male and female respondents were considered for the study. For the study 217 UG students and 199 students were considered. From the study, it was found that there is no significant difference in the Effect of moonlighting among students. Lack of energy, Reduced Concentration on Studies and Increased stress are the major Effect of moonlighting among students. Further, it was found that Reduced Concentration on Studies, Lack of Energy and Less Marks are the important Effects of moonlighting as per male and female responses.

**Key Words:** Moonlighting, Students, Psychology and Physiology

**DOI Number:** 10.14704/nq.2022.20.8.NQ44028

**NeuroQuantology 2022; 20(8):266-270**

266

## Introduction

According to The American Heritage Dictionary, the phrase "moonlighting" refers to working a regular, part-time job, typically at night. The phrase can also refer to side jobs. It is no longer unusual to run into someone who is working two, three, or more jobs at once. The term "moonlighting lecturers" can refer to lecturers who hold positions as teaching staff at multiple universities (additional work), depending on whether the college needs the lecturers involved in that part-time work or not (Raffel, J. A., & Groff, L. R., 1990). Why do some individuals choose to moonlight? Due to limitations in their primary jobs caused by the economy and other factors, people choose second jobs because they are not working as much or earning as much as they would in their primary jobs (Timothy, V. L., & Nkwama, S., 2017). The choice to moonlight is heavily influenced by the amount of time spent on the primary task, whereas the choice to work side-by-side is heavily influenced

by the labour demand and income from the second job (Molyneaux, K. J., 2011). Similar to how the research found that regardless of the financial factors that influence people's decisions to moonlight, moonlighting's involvement due to shorter working hours in the one primary job can be seen as or related to an endpoint time. A casual discussion with a few lecturers who worked extra jobs showed that they had a variety of covert goals for doing so, but they were all related to achieving success or, at the very least, making ends meet for their families and themselves (Koomson, I, Afful, B., & Villano, R. A., 2017).

Since achievement motivation is an internal process that activates, directs, and maintains behaviour over time, moonlighting may help this motivation. People who are motivated for a variety of reasons and to varying degrees. According to the theory of achievement motivation, motivation will always be linked to meeting certain requirements for intelligence or skill.

**Corresponding author:** A.Govindarajan

**Address:** <sup>1</sup>Professor, School of management studies, Sathyabama Institute of science and technology, Rajiv Gandhi Salai, Chennai, Tamil Nadu, India. <sup>2</sup>Associate Professor, BBA Department, KL Business school, Koneu Lakshmaiah Education Foundation, KL University, Vaddeswaram, Guntur, Andhra Pradesh, India. <sup>3,4,5,6</sup>UG Scholar, BBA Department, KL Business school, Koneu Lakshmaiah Education Foundation, KL University, Vaddeswaram, Guntur, Andhra Pradesh, India



E-mail:

According to studies, achievement motivation is the urge people have to constantly work to maintain or improve their abilities to the highest level possible in all activities by using standards of excellence, which reflect high needs (Kisumano, G. M., & Wa-Mbaleka, S., 2017).

**Review of Literature**

The performance evaluation of lecturers can reveal a lecturer's effectiveness as a teacher. At a college institution, it is crucial to conduct lecturer performance evaluations. The review can be conducted by a number of parties, including direct supervisors, leaders, fellow lecturers, and students as users, for the performance assessment results of lecturers to be considered valid. Universities benefit from the findings of the evaluation of the performance of qualified lecturers. In other words, the quality of the lecturers themselves determines the calibre of a university (Fattah, H., & Citta, A. B., 2020).

In the higher education quality indicator system, students have a dual role as both a subject and an object in carrying out the tri dharma of higher education, or, to put it another way, as assets of higher education human resources in carrying out the tri dharma of higher education as well as user services in the learning process (Pipkin, R. M., 1982). The rights representative evaluates issues pertaining to higher education's quality, including satisfaction with obtaining top-notch educational services. Therefore, in this study, student perceptions play a significant role in the evaluation

of lecturer performance, which is based on lecturers' motivation for achievement. The following student diversity causes a variety of opinions to emerge regarding the lecturer's performance evaluation (Ransom, P. E., 1994). Studies show that the outcomes of the lecturer performance assessment will indicate to lecturers whether they are performing at an exceptionally high level or not. The outcomes of performance reviews can therefore be used to assess and set standards for a lecturer's effectiveness as a teacher. Individuals organise and interpret their sensory impressions through perception in order to give their environment meaning (Ballou, D., 1995).

**Objectives**

The objective of the study was to identify the important Effect of moonlighting among students perusing UG and PG.

**Methodology**

For the study, the researcher adopted a descriptive research design, wherein the data was collected from 416 students perusing UG and PG in the Chennai district. The researcher adopted a simple random sampling technique. Herein the data was collected using a structured questionnaire.

**Analysis and Interpretation**

Herein analysis was carried out to identify the demographic profile of the respondents considered for the study.

**Table 1: Percentage Analysis - Demographic Profile**

		Frequency	Percent
Gender	Male	208	50.0
	Female	208	50.0
	Total	416	100.0
Graduation	UG	217	52.2
	PG	199	47.8
	Total	416	100.0

Source: (Primary data)

From the percentage, analysis performed it can be interpreted that an equal proportion of male and female respondents were considered for the study. For the study 217 UG students and 199 students were considered.



**Table 2: Multivariate Test - Effect of moonlighting among students**

Multivariate Tests						
Effect		Value	F	Hypothesis df	Error df	Sig.
D1	Pillai's Trace	.027	2.256b	5.000	409.000	.148
	Wilks' Lambda	.973	2.256b	5.000	409.000	.148
	Hotelling's Trace	.028	2.256b	5.000	409.000	.148
	Roy's Largest Root	.028	2.256b	5.000	409.000	.148
D2	Pillai's Trace	.010	.810b	5.000	409.000	.543
	Wilks' Lambda	.990	.810b	5.000	409.000	.543
	Hotelling's Trace	.010	.810b	5.000	409.000	.543
	Roy's Largest Root	.010	.810b	5.000	409.000	.543
Tests of Between-Subjects Effects						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.
D1	Increased Stress	1.116	1	1.116	1.011	.315
	Reduced concentration on Studies	7.614	1	7.614	6.568	.011
	Less Marks	.238	1	.238	.201	.654
	Lack of Energy	.456	1	.456	.424	.515
	Career Problems	.318	1	.318	.284	.594
D2	Increased Stress	1.977	1	1.977	1.791	.182
	Reduced concentration on Studies	.067	1	.067	.058	.811
	Less Marks	.285	1	.285	.241	.624
	Lack of Energy	.394	1	.394	.367	.545
	Career Problems	.687	1	.687	.613	.434

Source: (Primary data)

The estimated Pillai's Trace statistics is greater than 0.05, meaning the null hypothesis is accepted. Therefore, there is no significant difference in the Effect of moonlighting among students.

**Table 3: Rank Analysis - Effect of moonlighting among students**

Descriptive Statistics			
	N	Mean	Rank
Increased Stress	416	4.1226	3
Reduced concentration on Studies	416	4.1418	2
Less Marks	416	4.0649	5
Lack of Energy	416	4.1611	1
Career Problems	416	4.1058	4

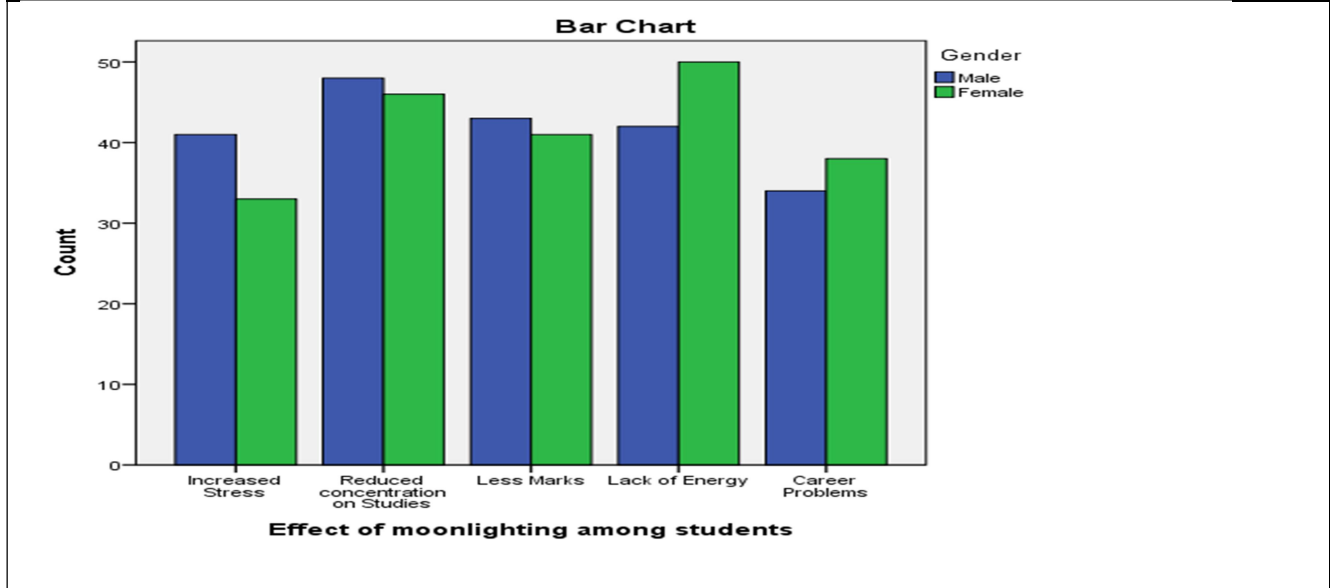
Source: (Primary data)

From the rank, and analysis performed it can be interpreted that Lack of energy, Reduced Concentration on Studies and Increased stress are the major Effect of moonlighting among students.



**Table 4: Chi-Square Test: Effect of moonlighting among students**

Crosstab				
Count				
		Gender		Total
		Male	Female	
Effect of moonlighting among students	Increased Stress	41	33	74
	Reduced concentration on Studies	48	46	94
	Fewer Marks	43	41	84
	Lack of Energy	42	50	92
	Career Problems	34	38	72
Total		208	208	416



Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.873a	4	.759
Likelihood Ratio	1.876	4	.759
Linear-by-Linear Association	1.498	1	.221
N of Valid Cases	416		

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 36.00.

Source: (Primary data)

The estimated significance value is greater than 0.05, meaning the null hypothesis is accepted. Therefore there is no significant association between the Effects of moonlighting among students with gender. From the cross-tabulation, it can be interpreted that Reduced Concentration on Studies, Lack of Energy and Less Marks are the important Effects of moonlighting as per male and female responses.

**Findings and Conclusion**

From the analysis performed it can be interpreted that, an equal proportion of male and female respondents were considered for the study. For the study 217 UG students and 199 students were considered. From the study, it was found that there

is no significant difference in the Effect of moonlighting among students. Lack of energy, Reduced Concentration on Studies and Increased stress are the major Effect of moonlighting among students. Further, it was found that Reduced Concentration on Studies, Lack of Energy and Less Marks are the important Effects of moonlighting as per male and female responses.

**References**

Ballou, D. (1995). Causes and consequences of teacher moonlighting. *Education Economics*, 3(1), 3-18.  
 Fattah, H., & Citta, A. B. (2020). Moonlighting, Harm?: Student Perception of the Effect of Moonlighting, Achievement Motivation on Lecturer Performance. *Ilomata International Journal of Management*, 1(2), 65-71.  
 Kisumano, G. M., & Wa-Mbaleka, S. (2017). Moonlighting as a growing phenomenon: A case study of a Congolese



Christian University.

- Koomson, I., Afful, B., & Villano, R. A. (2017). Relationship between Financial Stress, Moonlighting and Teacher Attrition. Koomson, I., Afful, B. & Villano, RA (2017). Relationship between Financial Stress, Moonlighting and Teacher Attrition. NESRA Working Paper (nesra/wp/17/005).
- Molyneaux, K. J. (2011). Uganda's universal secondary education policy and its effect on 'empowered' women: how reduced income and moonlighting activities differentially impact male and female teachers. *Research in Comparative and International Education*, 6(1), 62-78.
- Pipkin, R. M. (1982). Moonlighting in law school: A multischool study of part-time employment of full-time students. *American Bar Foundation Research Journal*, 7(4), 1109-1162.
- Raffel, J. A., & Groff, L. R. (1990). Shedding light on the dark side of teacher moonlighting. *Educational Evaluation and Policy Analysis*, 12(4), 403-414.
- Ransom, P. E. (1994). Student Teaching" Moonlighting"... Does It Have an Impact?.
- Timothy, V. L., & Nkwama, S. (2017). Moonlighting among teachers in urban Tanzania: A survey of public primary schools in Ilala District. *Cogent Education*, 4(1), 1334434.

