

## Practice of Moonlighting in Tertiary Institutions in Bayelsa State

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### **Abstract**

*The study examined practice of Moonlighting in Tertiary Institutions in Bayelsa State. Three research questions and three hypotheses guided the study; the population of the study is 919 members of academic staff in seven tertiary institutions in Bayelsa State with sample size of 459 in the seven tertiary institutions in Bayelsa State drawn through a stratified random sampling technique. The instrument for the study is a questionnaire tagged Practice of Moonlighting in Tertiary Institutions in Bayelsa State (PMTI) it was validated by the researchers supervisors at a reliability index of 0.73 ascertained through test re-test method. Mean, standard deviation and rank order were used to answer the research questions while z-test of difference for independent sample was used to test the hypotheses at 0.05 level of significance. The findings of the study are as follows; adjunct lecturers influenced practice of moonlighting in tertiary institutions in Bayelsa State through efficiency, fresh ideas, helping in the improvement of the educational standard and keeping to the allotted time. No significant difference existed between the opinion of male and female staff on the ways adjunct lecturers, part-time lecturers, casualization of lecturers of moonlighting in tertiary institutions in tertiary institutions in Bayelsa State. Some recommendations were made which includes that adjunct lecturers should be encouraged by given more time and leverage to guide the younger lecturers and that part-time who are not employed be employed while the casualization of staff be scrapped since the it is slavery in concept.*

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### **Introduction**

Moonlighting in tertiary institutions will become the bane of academic success if not well practised. Obviously, the concept of moonlighting remains beneficial to the moonlighters and detrimental to the organization of primary assignment. Though literatures have addressed moonlighting but more empirical work need to be done to give it a holistic approach.

The legality and illegality of moonlighting has often benefited the moonlighters to the extent that most of the moonlighters embark on physical and capital project beyond the imagination of their boss in their primary employment. Best (2005) and Okoh (2003) have earlier observed that the increasing rate of moonlighting has adversely affected the growth and effectiveness of organizations. Obviously, the concept of moonlighting emanated from the day man started having the thought of earning beyond what he is presently paid in the organization which is often referred to as quest for more and it can be traced back to the origin of man and survival.

The quest of growth, acquiring of skills, gaining of expertise knowledge in chosen area of professionalization and payment of bills are the unique reasons most academics in Nigeria moonlight though moonlighting is a global activity but with same ideology of man due to man's insatiable want according to economist. As a matter of fact, moonlighting should be given due attention by management of tertiary institution against the backdrop of the effects on the output of the institutions.

Some literatures by scholars have often revealed that our outputs in tertiary institution cannot

compete with their colleagues from other climes due to their inability to acquire the necessary skills and knowledge desired to face the circular world. Numerous factors have led to this which is to be blamed on the management of the tertiary institutions, according to Arikewoyo (2004), since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.8% in 2003. As a matter of fact, that the educational sector is under-funded which has led to decayed infrastructure and lack of classrooms, libraries and laboratories. In the same vein Asobie (1996) in Arikewoyo (2004) opined that what our academic and non-academics earn in Nigeria is 0.005 of the pay of their colleagues in Botswana and Ghana.

In its entirety and based on realities, moonlighting and brain drain should be the order of the day among academics, hence they are to be taken seriously by the management of the tertiary institution. Moonlighting has become the most reliable measure been deployed by academics to earn better wages since they are not properly paid.

Human resources are the most reliable, dynamic and unique resource in every organization required for it to excel and productive. According to Asodike and Adieme (2014), “the impact of human resource (people) to the life, survival and growth of an organization cannot be quantified in any form. All activities are initiated and implemented by people in an organization.

It is the people who set overall strategies, goals, design work systems, produce goods and services, monitor quality, allocate financial resources and many others. Thus the human resource of an organization is the most valuable asset because without them, all the organization’s modern equipment (material resource) even finance, will be unutilized and unproductive. Hence, managing the human resource efficiently becomes paramount to the managers if they must achieve organizational effectiveness”.

Invariably, for quality academic performance in tertiary institutions in the country and in Bayelsa State in particular, which is the scope of this research; there must be effective practice and management of the teaching personnel amongst others. Hence, there is the need to harness and have a set standard for moonlighting in tertiary institutions in Bayelsa State. Moonlighting is a professional activity carried out by personnel outside his or her permanent job mostly employees of the unified public sector.

Moonlighting has to do with carrying out a second job without declaring it formally for tax purposes. Lecturers in higher institutions of learning involve in one or two adhoc jobs in addition to the formal job they do; so as to earn a better living. Studies have revealed that Moonlighting has often influenced organizations negatively if not well practiced and managed, which has led to low productivity. Therefore, moonlighting in organizations is believed to distract the attention of the personnel. Invariably tasks assigned are half-hazardly performed.

The idea of academic staff to have a dual job is common in tertiary institutions globally; hence most academic staff is adjunct or part-time lecturers in other tertiary institutions apart from theirs. This act is applicable to personnel in the medical and legal fields who take up extra jobs apart from their first jobs. Moonlighting has become the order of the day in tertiary institutions globally. This culture of moonlighting is been perceived as the way of life today because it gives extra earning to those indulging in it. This is because it is a multiple source of income which enables the employee lives a unique life that suits him/her and meets the needs of the entire family towards a better living condition. Though moonlighting amongst the youth population is on the rise due to their ability to work hard based on their unique energy and physical strength compared to the aged, which should be practiced and managed to achieve the desired goals. Moonlighting varies in countries, regions, continents, districts, states and local councils in the world. Moonlighting occurs mainly in the society that is industrialized with small, medium and large scales of enterprises, unlike our immediate (Nigerian) society where unemployment is in the increase.

Studies have revealed that numerous factors lead to moonlighting amongst personnel and these factors are: insufficient salaries which are not commensurate to the realistic nature of the present economy, job insecurity since there is high level of retrenchment, as a result of the declining economy. Thirdly, some lecturers moonlight because there are better research equipment and laboratories in the second job and prospect of improving their academic skills and researches. It was as a result of these reasons that Conway and Kimmel (1998) indicate that workers should be encouraged to hold multiple jobs, because some jobs present them with greater opportunities not only for tax deduction as they go home monthly with their incomes in full, but for access to better working condition.

Moonlighting in the western world is a common norm due to the state of their economy and labor laws available in those countries. Cohen (1994) observes that the incidence of moonlighting among women in Canada is on the increase and the figure is more likely to rise above that of the men in future. Cohen also indicated that, between mid 1970's and 1993, the number of female moonlighters in Canada grew by 37%.

### **Statement of the Problem**

Tertiary institutions are faced with problems which have often led to conflicts that promote the concept of moonlighting among members of academic staff in tertiary institutions. It will interest us to understand that problems which led to this study are enormous (vis-a-vis) unfair conditions of services which negate the welfare of the personnel, un-conducive teaching and learning environment which leads to unavailability of the basic amenities required to carry out the major aims of the sector, casualization of staff, absence of research grants and materials which has hindered the goals attainment of the system.

Leadership style of the head of the tertiary institution has often led to conflict between the management and unions, unqualified personnel, absence of incentives or welfare packages, political interference, absences of capacity building programmes, low funding of the sector are the issues befalling our tertiary institutions.

The researcher is bothered with eminent problems facing the tertiary institution and specifically the influence of working conditions and staff development training in tertiary institutions in Bayelsa State.

### **Aim and Objectives of the Study**

The aim of the study is to examine the practice of moonlighting in tertiary institutions in Bayelsa State. Specifically sought to;

- 1) Identify ways adjunct lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.
- 2) Examine the ways part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.
- 3) Identify the ways casualization of lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.

### **Research Questions**

This research questions that guides the study;

- 1) What are the ways adjunct lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State?
- 2) In what ways do part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State?
- 3) In What ways does casualization of lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State?

### Hypotheses

The following hypotheses will guide the study;

**HO<sub>1</sub>:** There is no significant difference between the mean rating of male and female lecturers on the ways adjunct lecturers influences practice of moonlighting in tertiary institutions in Bayelsa State.

**HO<sub>2</sub>:** There is no significant difference between the mean rating of male and female lecturers on the ways part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.

**HO<sub>3</sub>:** There is no significant difference between the mean rating of male and female on the ways casualization lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.

### Methodology

Descriptive survey design was used in the study. The population is 919 academic staff in the seven (7) tertiary institutions in Bayelsa State with a sample size of 459 which represent 50% of the population drawn through a stratified random sampling technique. The instrument used to elicit response is a questionnaire which was validated at a reliability index of 0.75 that was ascertained through test re-test. Mean, standard deviation and rank order were used to answer the research questions and z-test of difference for independent samples was used to test the hypotheses at 0.05 level of significance.

### Research Question 1: what are the ways adjunct lecturers influence practice of moonlighting in tertiary institution in Bayelsa state?

**Table 1:** Mean, standard deviation and Rank order of the opinion of male and female lecturers on the ways adjunct lecturers influences practice of moonlighting in tertiary institution in Bayelsa state.

S/N	ways adjunct lecturers influence practice of moonlighting in tertiary institutions	Male (n=241)		Female (n=218)		Mean Set	Rank order	Decision
		Mean ( $\bar{x}_1$ )	Std	Mean ( $\bar{x}_2$ )	Std			
1	Adjunct lecturers are said to be very efficient.	3.21	0.69	2.82	0.93	3.02	1 <sup>st</sup>	Agreed
2	Lecturers that are often times not always available impact more on students.	1.91	1.19	2.07	0.79	1.99	5 <sup>th</sup>	Disagreed
3	Adjunct lecturers bring fresh ideas into the existing ones.	2.83	0.88	2.83	0.95	2.83	3 <sup>rd</sup>	Agreed
4	The injection of lecturers from other institutions to be adjunct help to improve the standard of education.	2.84	0.90	2.90	0.93	2.87	2 <sup>nd</sup>	Agreed
5	Adjunct lecturers keep to their allotted period than full time lecturers.	2.76	0.93	2.06	1.27	2.41	4 <sup>th</sup>	Disagreed
<b>Aggregate Mean</b>		<b>2.71</b>	<b>0.92</b>	<b>2.54</b>	<b>0.97</b>	<b>2.62</b>		<b>Agreed</b>

Data in Table 1 Showed that respondents in their opinions agreed on items 1,3,4, with mean scores of 3.02,2.87,2.83, with a rank order of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> which is above the criterion

mean of 2.5. Disagreed on items 2, 5, with mean scores of 1.99, 2.41 respectively which are below the criterion mean of 2.5. The aggregate mean scores of 2.71 and 2.54 for male and female also showed that the respondents agreed on the items listed on the table as ways adjunct lecturers influence practice of moonlighting in tertiary institution in Bayelsa state. The ways identified included: Adjunct lecturers are said to be very efficient, increased productivity among staff, Adjunct lecturers bring fresh ideas into the existing ones, The injection of lecturers from other institutions to be adjunct help to improve the standard of education

**Research Question 2: In what ways do part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State?**

**Table 2:** Mean, standard deviation and Rank order of the opinion of male and female lecturers on ways part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State?

S/N	ways part-time lecturers influence practice of moonlighting in tertiary institution	Male (n=241)		Female (n=218)		Mean Set	Rank order	Decision
		Mean ( $\bar{x}_1$ )	Std	Mean ( $\bar{x}_2$ )	Std			
6	Part-time lecturers are at the mercy of the school management so they do what they are told to do.	2.85	0.89	2.65	0.97	2.75	3 <sup>rd</sup>	Agreed
7	Part time lecturers are in most cases efficient.	2.76	0.93	2.54	0.98	2.65	5 <sup>th</sup>	Agreed
8	Part time lecturers provide the requisite knowledge required by the university in need.	2.79	0.89	2.73	0.97	2.76	2 <sup>nd</sup>	Agreed
9	Part time lecturers help to meet the needed quality for establishing a department.	2.75	0.73	2.70	0.91	2.73	4 <sup>th</sup>	Agreed
10	To build man power needs in the universities.	2.83	0.88	2.82	0.93	2.83	1 <sup>st</sup>	Agreed
<b>Aggregate Mean</b>		<b>2.80</b>	<b>0.86</b>	<b>2.69</b>	<b>0.95</b>	<b>2.74</b>		<b>Agreed</b>

Data in Table 2 Showed that respondents in their opinions unanimously agreed on items 6,7,8,9 and 10 with mean scores of 2.75, 2.65, 2.76, 2.73 and 2.83 with a rank order of 3<sup>rd</sup>, 5<sup>th</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 1<sup>st</sup> which is above the criterion mean of 2.5. The aggregate mean scores of 2.80 and 2.69 for male and female which also showed that the respondents agreed on the items listed on the table as ways part-time lecturers influence practice of moonlighting in tertiary institution in Bayelsa state. The ways identified included: To build man power needs in the universities, Part time lecturers provide the requisite knowledge required by the university in need. Part-time lecturers are at the mercy of the school management so they do what they are told to do. Part time lecturers help to meet the needed quality for establishing a department. Part time lecturers are in most cases efficient.

**Research Question 3: What are the ways casualizations of lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State??**

**Table 3:** Mean standard deviation and Rank order of the opinion of male and female lecturers on the ways casualization of lecturers influence practice of moonlighting in tertiary

institutions in Baylesa State.

S/N	the ways casualization of lecturers influence practice of moonlighting in tertiary institutions	Male (n=241)		Female (n=218)		Mean Set	Rank order	Decision
		Mean ( $\bar{x}_1$ )	Std	Mean ( $\bar{x}_2$ )	Std			
11	It makes lecturers feel unfulfilled and unsatisfied.	2.06	1.16	1.96	0.85	2.01	5 <sup>th</sup>	Disagreed
12	Gives the lecturers less motivation.	2.84	0.90	2.65	0.97	2.75	2 <sup>nd</sup>	Agreed
13	Demoralizes the performance of the lecturers..	2.85	0.89	2.70	0.91	2.78	1 <sup>st</sup>	Agreed
14	Turn lecturers to beggars/they live like the less privileged	2.09	1.11	2.06	1.27	2.08	4 <sup>th</sup>	Disagreed
15	Unveils unique joy amongst lecturers	2.76	0.93	2.54	0.98	2.65	3 <sup>rd</sup>	Agreed
<b>Aggregate Mean</b>		<b>2.52</b>	<b>0.10</b>	<b>2.38</b>	<b>0.10</b>	<b>2.50</b>		<b>Agreed</b>

Data in Table 3 Showed that respondents in their opinions agreed on items 12,13,15, with mean scores of 2.65, 2.70 and 2.54 with a rank order of 2<sup>nd</sup>, 1<sup>st</sup> and 3<sup>rd</sup> which is above the criterion mean of 2.5. Disagreed on items 11, 14, with mean scores of 2.01, 2.08 respectively which is below the criterion mean of 2.5. The aggregate mean scores of. 2.50 for both male and female also showed that the respondents agreed on the items listed on the table as ways casualization of lecturers influence practice of moonlighting in tertiary institution in Baylesa state. The ways identified included: Demoralizes the performance of the lecturers, Gives the lecturers less motivation, Unveils unique joy amongst lecturer.

**Table 4:** Mean, standard deviation and z-test scores on analysis of difference between the mean rating of male and female lecturers on the ways adjunct lecturers influence practice of moonlighting in tertiary institutions in Baylesa State.

	N	Mean ( $\bar{X}$ )	SD	Df	z-cal	Critical Value	Decision
Male	241	2.71	0.92	457	1.93	±1.96	Accept H <sub>0</sub>
Female	218	2.54	0.97				

In table 4 the mean rating of 2.71 and 2.54 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 457 degrees of freedom, the calculated z value of 1.93 was far less than the z calculated value of ±1.96. From the analysis above since the calculated z value was far less than the table value, the researcher was constrained to accept the null hypotheses and established that There is no significant difference between the mean rating of male and female lecturers on the ways adjunct lecturers influence practice of moonlighting in tertiary institutions in Baylesa State

### Hypothesis 2:

There is no significant difference between the mean rating of male and female lecturers on the practice of part-time lecturers on management of moonlighting in tertiary institutions in Baylesa State.

**Table 5:** Mean, standard deviation and z-test scores on analysis of difference between the mean rating of male and female lecturers on the influence of part-time lecturers on the practice of moonlighting in tertiary institutions in Bayelsa State.

		Mean ( $\bar{X}$ )	SD	Df	z-cal	Critical Value	Decision
Male	241	2.80	0.86	457	1.31	±1.96	Accept H <sub>0</sub>
Female	218	2.69	0.95				

In table 5 the mean rating of 2.80 and 2.69 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 457 degrees of freedom, the calculated z value of 1.31 was far less than the z calculated value of ±1.96. From the analysis above since the calculated z value was far less than the table value, the researcher was constrained to accept the null hypotheses and established that There is no significant difference between the mean rating of male and female lecturers on the influence of part-time lecturers on the practice of moonlighting in tertiary institutions in Bayelsa State.

### Hypothesis 3:

There is no significant difference between the mean rating of male and female on casualization of lecturers on the influence practice of moonlighting in tertiary institutions in Bayelsa State.

**Table 6:** Mean standard deviation and z-test scores on analysis of difference between the mean rating of male and female on casualization of lecturers on the influence practice of moonlighting in tertiary institutions in Bayelsa State.

	N	Mean ( $\bar{X}$ )	SD	Df	z-cal	Critical Value	Decision
Male	241	2.52	0.10	457	1.51	±1.96	Accept H <sub>0</sub>
Female	218	2.38	0.10				

In table 6 the mean rating of 2.52 and 2.38 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 457 degrees of freedom, the calculated z value of 1.51 was far less than the z calculated value of ±1.96. From the analysis above since the calculated z value was far less than the table value, the researcher was constrained to accept the null hypotheses and established that There is no significant difference between the mean rating of male and female on casualization of lecturers on the influence of practice of moonlighting amongst academics in tertiary institutions in Bayelsa State.

### Summary of Findings

Findings of the study are summarized as follows;

1. Adjunct lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.
2. Part-time lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.
3. Casualization of lecturer influence practice of moonlighting in tertiary institutions in Bayelsa State.

4. No significant difference existed between the mean rating of male and female lecturers on the ways adjunct lecturers influence practice of moonlighting in tertiary institutions in Bayelsa State.
5. No significant difference existed between the mean rating of male and female lecturers on ways part-time lecturers influence the practice of moonlighting in tertiary institutions in Bayelsa State.
6. No significant difference existed between the opinion of male and female lecturers on ways casualizations of lecturers influenced the practice of moonlighting in tertiary institutions in Bayelsa State.

### **Discussion of Findings**

The study showcased how adjunct lecturers practice, influence moonlighting in tertiary institutions through their efficiency, regularly available to the assessment of the students, adjunct lecturers bringing fresh ideas into the existing ones, helps to improve the standard of education in the institution, utilizes their allotted period than full time lecturers. This result is supported by the National Policy Education (2004) which opined that their experience in administrative, research and classroom activities is needed to mentor upcoming ones towards building an efficient and reliable tertiary institution that is in line with the stipulated goals of tertiary institutions. The experience adjunct lecturer is required to build a reliable and efficient educational institution. As the case implies every department in the tertiary institutions needs the services of these experienced lecturers to ensure the required knowledge which deals with mentoring is acquired by lecturers and students.

This study proved the ways part-time lecturers influence moonlighting in tertiary institutions in Bayelsa State and its emphasis was based on the lecturer's job being at the mercy of the school management, their efficiency, provision of the required knowledge, their service required to establish the needed departments and build the basic manpower the institution requires. It resonates with OECD (2010) that indicates that this group of workers possess the requisite knowledge required to teach and impart knowledge, in the same vein advocated for their inclusion in the scheme of activities carried out in the institution by placing them on permanent basis.

The study clearly showcased the role played by group of employee which is not different from the activities carried out by their colleagues on the permanent basis. The faith of these staff in tertiary institutions are largely at the mercy of the managers of the institutions at the same time depilates the motivational spirit which triggers quality performance. Nevertheless the idea of earning better wages to take proper care of ourselves remains the bane of moonlighting among individual mostly in the profession of teaching and learning considering their wages which is the most un-motivational earning in the entire nations economy.

The study proves that casualization of lecturers in tertiary institutions are being influenced in tertiary institutions by making lecturers feel unfulfilled and unsatisfied, make lectures feel less motivated, demoralize the performance of the lecturers, turn the lecturers to beggars/ they live like the less privileged and unveils sadness joy amongst lectures. This result is supported by the view of Aladekomo (2004) that casualization as a form of predominant employment practice in Nigeria was occasioned by the oil boom and the introduction of the structural adjustment programme. Basically is imperative to understand that casualization has always favored the organization than those who partake in the activities because the institutions pay less and the staff perform same function with those in the full or permanent job which makes such job offer as enslavement.

It was as a result of this that Okafor (2007) opined that losses suffered by casual employees include; abysmal low wages, absence of medical care allowances, no job security, no gratuity and other severance benefit like no leave allowance, no insurance benefit, no



negotiation or collective bargaining which enables the employee understand the nature of things which should be envisaged. Nevertheless the study has enabled every stake holder understand the influence of casualization on the organization and the staff as creating a very wide variation for individuals to think and participate fully in moonlighting as the case implies.

### **Conclusion**

The study was concluded by being specific on ways adjunct lecturers, part-time lecturers and casualization of lecturers influenced the practiced moonlighting in tertiary institutions Baylesa State.

### **Recommendations**

This study revealed the following recommendation in line with the findings of the study.

1. The adjunct lecturers should be encouraged by given them more time and leverage to guide the younger generation of intellectuals.
2. Part-time lecturers should be given a full time employment in to enable them perform effectively and efficiently.
3. Since casualization is a slavery concept it should be eliminated completely and few lecturers on the scheme should be converted permanent to staff to avoid brain drain and encourage motivations.

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