IMPACT OF MOONLIGHTING ON ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION OF UNIVERSITY TEACHERS

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Submitted in partial fulfillment of the requirements of Ph. D in Education, with Specialization in Educational Planning and Management, Department of Educational Planning, Policy Studies & Leadership, Faculty of Education, Allama Iqbal Open University, Islamabad

2015
DEDICATION

This Thesis is dedicated to my guide and mentor Khawaja Shamsudin Azeemi and family members who had Supported me during my whole Education career. They were a Constant source of light and Inspiration for me throughout To complete this great task.
DECLARATION

I, Kaukab Ara daughter of Malik Mohammad Aslam Roll No Y-841097, student of Ph.D.EPM at Allama Iqbal Open University Islamabad do hereby solemnly declare that dissertation entitled “Impact of moonlighting on organizational commitment and job satisfaction of university teachers” submitted by me in partial fulfillment of Ph.D.EPM degree in the Department of Educational Planning, Policy Studies and Leadership is my original work and has not been submitted or published earlier and shall not, in future be submitted by me for obtaining any degree from this or any other university.

KAUKAB ARA
The study entitled “Impact of Moonlighting on Organizational Commitment and Job Satisfaction of University Teachers” submitted by Kaukab Ara Roll No. Y-841097 in partial fulfillment of Ph.D. in Education with specialization in Educational Planning, Policy Studies and Leadership in Allama Iqbal Open University is accepted.

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ACKNOWLEDGEMENT

All acclamations and appreciation for the Almighty Allah, the merciful and Peace be Upon Him the Holy Prophet, who is forever, the source of guidance and knowledge for humanity.

I greatly appreciate the encouragement and commitment of my supervisor, Dr. Aisha Akbar, towards the completion of this study. Her scholarly input, support and cooperation which she extended whenever needed played an effective role in establishing cordial relationship with her as the research student of this doctoral study. I have been fortunate to have an advisor who gave me the freedom to explore on my own and at same time, her timely guidance to recover different weaknesses in this study.

I am also thankful to my Ex Chairman, Dr. Hamid Khan Niazi and Dr. Manzoor Hussain Shah. These respected and honorable persons helped me in accomplishing the initial stages of my doctoral study.

Acknowledgement are also due, to the people who assisted me in data collection, as without their cooperation it was impossible for me to complete this dissertation.

In the end I take this opportunity to express my deepest gratitude to my husband Nasir Mehmood for his unflinching support and encouragement through this academic and professional commitment. Without his cooperation it would have been difficult for me to complete my doctoral study. Last but not the least I am indebted to my son Mohammad Irtiza and daughters Ayesha and Momina for their facilitation whenever needed and boosting my morale whenever I felt low.

KAUKAB ARA
ABSTRACT

Title: Impact of Moonlighting on Organizational Commitment and Job Satisfaction of University Teachers

Pages: 201
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University: Allama Iqbal Open University, Islamabad
Year: 2015
Subject: Educational Planning and Management
Dissertation: Ph. D.

The research was undertaken to study the moonlighting practice and exploring its relationship with organizational commitment and job satisfaction of university teachers. This document presents the results of the study about moonlighting practices of university teachers of public sector universities of Punjab and Federal Capital. The study was delimited to main campuses of these universities.

The objectives of the study were to identify the factors responsible for moonlighting among university teachers, to explore relationship between moonlighting and organizational commitment, to establish relationship of moonlighting with job satisfaction. Furthermore to discover consequences and implications of moonlighting on academicians and educational institutions and finally compare practice of moonlighters with non-moonlighters and find group difference between them.
Population of the study consisted of the four categories of university teachers including Professors, Associate Professors, Assistant Professors and Lecturers of public sector universities of Punjab and Federal Capital. 20% of the population was taken as sample using stratified random sampling technique. A questionnaire was used as instrument for collection of data for the study. The questionnaire comprised of two sections. Section one consisted of demographic information about population. Section two consisted of five parts; antecedents of moonlighting, components of job satisfaction, types of organizational commitment, implications of moonlighting for academicians and implications of moonlighting for organizations.

Twenty-two null hypotheses were formulated and were tested for measuring impact of moonlighting on job satisfaction, organizational commitment, implication for academicians and organizations. One hypothesis was formulated to explore group difference between moonlighters and non-moonlighters on job satisfaction, organizational commitment and its implications for academicians and organizations.

Overall the major findings of the study revealed that there was significant impact of moonlighting on organizational commitment and job satisfaction. Furthermore the findings revealed that there were implications of moonlighting for academicians’ and their organizations. Finally group difference between moonlighters and non-moonlighters was explored in respect of job satisfaction, organizational commitment, implications for academicians’ and the organizations and difference was found to be significant.
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CHAPTER 1

INTRODUCTION

Work force of an organization plays a vital role not only in the achievement of its objectives but also in its smooth functioning. In recent years it has been observed that moonlighting has become a trend among employees. Moonlighting is seen both as a sign of employees’ commitment and lack of commitment towards the organization which employs them. The motives of moonlighting can be determined by the analysis of relationship between moonlighting and other job related factors.

One needs to find reasons and trends which encourages employee to moonlight. Pal (2011) defines moonlighting as “the practice of holding a second regular job in addition to one’s main job”. The same definition is given by Lambert and Hogan (2003) also. Monetary gains are generally thought to be behind this practice. Conway and Kimmel (1998) explains it as the individuals’ choice to seek heterogeneous jobs due to two reasons. First individual has fixed number of hours to work in his primary job and has time to work elsewhere, so the motivating factor behind this is the monetary payment. If employee is not motivated enough in workplace to spend extra time he will restrict his work hours on primary job in order to seek second job for increase in income. This in modern terminology is called moonlighting. Regular job here as explained by Sedex Members (2011) that all workers are provided with a legally recognized employment, relationship and that every effort is made to ensure that employment is continuous.
Researchers have studied and defined organizational commitment “as identification, involvement and compliance to an organization’s values and goals”. O’Reilly and Chatman (1986).

Different variables of organizational commitment have been researched over time. Organizational commitment can be divided into three types: affective commitment, normative commitment and continuance commitment. Meyer and Allen (1991) are of the view that affective commitment explains employee’s identification with, emotional attachment to and involvement with the organization; normative commitment highlights employee’s feelings of obligation to stay with the organization and continuance commitment is related to the costs that the employee associates with leaving the organization. Therefore an employee who seeks second job or decides to continue the same this decision is in the light of one of the above types of commitment.

This study was undertaken to find reasons for employee’s moonlighting behavior. Some of these variables include organizational commitment are job performance, turnover and organizational citizenship behavior. Some of the factors that have shown connection to a worker’s sense of organizational commitment are stress, job insecurity, empowerment, distribution of leadership and employability. These are different facets of organizational commitment and are used in a number of different ways. Generally observed are three patterns of behavior as identified by Ashford, & Mael, (1989) “Identification: with organization’s goals and/or mission manifested in and defense of the organization”.

Long-term membership in the organization and intention to remain with the organization, is often termed loyalty. High levels of extra role behavior that is behavior beyond required performance is called organizational citizenship behavior.
Carefully designed human resource strategies can have behavioral impact and can build commitment to the organization.

Since social, political, religious and economic conditions in Pakistan are different from western context, therefore, there is a dire need to carry out in-depth study of work related factors including moonlighting and how they influence job satisfaction and organizational commitment.

The research has also identified factors which are directly or indirectly affecting moonlighting behavior of educated people of Pakistan. In Asia and Pakistan limited research has been carried out in this area. There is a need to understand the concept as well as the effects of moonlighting on the persons who moonlight and its impact on the organization.

1.1 RATIONALE OF THE STUDY

With expansion in demand for higher education, labor market demand for skilled persons have increased. This increase in demand led to expansion in public sector universities and their number has multiplied. Therefore universities have increased their capacity and added departments to meet the market demand.

Moreover due to rapid increase in prices of goods and services, professionals are forced to seek additional source of income to maintain their required living standard. Expansion in market demand and change in living standard have led labor market to moonlight. It has been observed that phenomena of moonlighting has increasing trend. The repercussions of moonlighting on self and organization need exploration. This study justifies and explores the positive and negative effects of moonlighting on university faculty.
1.2 STATEMENT OF THE PROBLEM

With changing national economic trends and rapid advancement in technology the purchasing power of common man has decreased and standard of life have been adversely affected. To keep abreast with changing trends and policies workers are forced to seek second job for additional income. However it has also been observed that employees seek second job for the reason that they are not satisfied with their jobs. Hence organizational commitment is found to be low. This behavior has been observed at all the four levels of university faculty that is lecturers, assistant professors, associate professors and professors. There is a need for in depth study to be undertaken to explore the implications and consequences of moonlighting for the individuals as well as for the organizations.

1.3 SIGNIFICANCE OF THE STUDY

This study is of immense interest to the university teachers that is lecturers, assistant professors, associate professors and professors who moonlight. Organization whose employees are holding second job may have interest in identifying implications of moonlighting for their setup. As a result of rapid expansion, mainly for reasons of political expediency, public universities have been afflicted by a myriad of problems which have affected their ability to function as centers of excellence. Consequently job satisfaction and commitment are low among the human resource due to a variety of factors including inadequate and non-competitive salaries and other non-monetary factors. This study determines the factors that influence employee’s retention, commitment and job satisfaction.

The findings of this study are expected to enhance the awareness of the heads of organizations to identify factors that lead to moonlighting. Moreover human resource
practices and other work-related factors are also explored. Understanding the relationships among various variables related to organizational commitment and job satisfaction will enable universities to adopt human resource practices that enhance the job satisfaction of employees and consequently improve their performance.

1.4 OBJECTIVES OF THE STUDY

Following were objectives of the study;

1. to explore relationship between moonlighting and organizational commitment
2. to establish relationship between moonlighting and job satisfaction
3. to discover implications of moonlighting for academicians
4. to explore implications of moonlighting for organizations
5. to find out if there is any significance of difference in the perceptions of moonlighters and non-moonlighters in respect of job satisfaction, organizational commitment, implications for academicians and implications for organizations.

1.5 DELIMITATIONS OF THE STUDY

Keeping the time and financial constraints in view, the study had the following delimitations:

(i) The study was delimited to Punjab and Islamabad.
(ii) It was further delimited to only public sector universities.
(iii) Only main campuses of universities were part of the study.
(iv) All the four categories of university teachers, teaching at postgraduate level in selected universities were included.
1.6 RESEARCH DESIGN

In order to have analytical insight about the impact of moonlighting on organizational commitment and job satisfaction of university teachers, descriptive method was adopted for this purpose. Descriptive study is the type of research that explores and describes the data or characteristics needed for the research in a rationale manner Gay (2000). The instrument used to collect data for the study was questionnaire.

1.6.1 POPULATION OF THE STUDY

There were 25 public sector universities in Punjab and 13 in Islamabad (www.hec.org.pk/list_of_universities_in_pak, retrieved on October 08, 2012 at 8 pm). The population comprised as the following:

(i) All (719) professors from public sector universities of Punjab and Islamabad.

(ii) All (523) associate professors from public sector universities of Punjab and Islamabad.

(iii) All (1627) assistant professors from public sector universities of Punjab and Islamabad.

(iv) All (2275) lectures from public sector universities of Punjab and Islamabad.

1.6.2 SAMPLE OF THE STUDY

At the first stage eight universities (20%) were randomly selected. At the second stage stratified sample was drawn from all categories of academics i.e. (Professor, Associate Professor, Assistant Professor and Lecturer) teaching at post graduate level in public sector universities within the target area.

The description is given below:

(i) 20 percent (143 out of 719) professors from public sector universities of Punjab and Islamabad.
(ii) 20 percent (104 out of 523) associate professors from public sector universities of Punjab and Islamabad.

(iii) 20 percent (325 out of 1627) assistant professors from public sector universities of Punjab and Islamabad.

(iv) 20 percent (455 out of 2275) lecturers from public sector universities of Punjab and Islamabad.

1.6.3 INSTRUMENTATION

A questionnaire was adapted with the help of literature related to academicians. The purpose of the use of the questionnaire was to obtain systemically and objectively a sampled opinion about impact of moonlighting on organizational commitment and job satisfaction. As the population of this study comprised of public sector universities of Punjab and Islamabad, therefore questionnaire was found useful for obtaining data from a large number of respondents.

1.6.4 COLLECTION OF DATA

The data was collected through mail and e-mail from the sample of the study. For mailed questionnaires stamped return envelopes were also sent. The researcher also personally approached the respondents where convenient.

1.6.5 ANALYSIS AND INTERPRETATION OF DATA

The data collected through questionnaires was tabulated, interpreted and analyzed accordingly by using SPSS software and mean scores, correlation and values of z-test were calculated.
1.7 THEORETICAL FRAMEWORK OF THE STUDY

Moonlighting

Organizational Commitment

- Affective Commitment
- Normative Commitment
- Continuance Commitment

Job Satisfaction

- Income
- Promotion
- Personal Objectives
- Job Autonomy
- Work Load
- Management Tools

Implications on Academicians

- Availability of 2nd Job
- Improving Instruction
- Increase in income
- Spending Quality Time
- Professional Development

Implications on Organization

- Diversity
- Work Overload
- Missing 1st Job
Theoretical Framework of the Study

Theoretical Framework consisted of variable moonlighting and its relationship with other variables identified through review of literature. Impact of moonlighting was to be researched on different variables and their components, the theoretical framework showed how moonlighting could affect job satisfaction, organizational commitment, and what were its implications for organizations and one’s own self. Different factors of job satisfaction identified and researched were rate of pay, promotion, personal objectives, job autonomy, work load and management tools. Similarly organizational commitment was studied keeping in view three types being, affective commitment, normative commitment and continuance commitment.

In order to explore implications of moonlighting for academicians, some of the identified variables were availability of second job, improving instructions, increase in income, spending quality time and professional development. Finally researching implications of moonlighting for organizations were studied and variables of diversity, work overload and missing on first job were identified.
CHAPTER 2

LITERATURE REVIEW

Organizational effectiveness and outcome depend upon its workforce. Employees of an organization play vital role in the achievement of its objectives and smooth functioning. It has been observed that moonlighting is becoming a trend among employees. Therefore in-depth study in the practice of moonlighting and its consequences on job satisfaction and organizational commitment has become need of the hour. Furthermore there are implications of moonlighting on organizations and one’s own self. These aspects need detail exploration.

2.1 ANTECEDENTS AND CONSEQUENCES OF MOONLIGHTING

Moonlighting is understood as people who hold second job outside of normal working hours. Shishko and Rostker (1976) defines it as, a person holding two or more jobs is said to be moonlighting or participating in a secondary market. Numerous labor forces contribute in the secondary market by working additional hours either through additional jobs or through self employment. Lambert and Hogan (2003) defines it as the practice of holding a second regular job in addition to one’s main job. It is a common practice to hold second job in addition to primary job, in both developing and developed countries. It has been well researched and found that it is a persistently well-established
global trend relating to both skilled and semi-skilled labor. Betts (2006) explained regular job as were workers are provided with a legally recognized employment and every effort is made to ensure that employment is continuous.

As far as the motives of moonlighting are concerned, limited information is presented in different studies. However, according to Lambert & Hogan (2009) these motives can be “economical, psychological and sociological” in nature. They have termed moonlighting as a result of “financial gluttony”. Other researchers have discussed labor market conditions which have strong impact on organizational commitment and job satisfaction. Tuttle (2006,) quoted as “labor market conditions can cause insecure workers to hedge their risk of unemployment as a response to escalated sense of uncertainty. While for others it can be a means of gaining satisfaction by development of skills or credentials”.

As researched by Divocky (BLS, 2001; 1978a) teaching profession has been termed as the one with highest number of moonlighters. Low salary leads to demand for seeking opportunities for additional income Divocky, 1978b; Wisniewski & Hilty (1987).

Among the developing Asian countries, India reports that this practice is common among workforce of Gujrat, where approximately half of them are engaged in moonlighting Unni (1996). Due to poor economic conditions in Pakistan, in addition to unskilled labor, even the skilled labor indulges in activities for earning additional income. Hyder & Ahmed (2009) report that the data evaluation of the Labor Force Survey for the year 2006-2007 depicts that approximately 1.3 percent of the labor force engages in moonlighting and this practice is mostly prevalent in Punjab and least in Balochistan, whereas moonlighting practice is less in Sindh as compared to Khyber Pakhtoonkhawah
Motives of moonlighting, according to Schuring (2007) can be gaining social prestige either economical or psychological. People seek opportunities in the labor market, through their professional life, to enhance social status and keep searching for opportunities. Financial gluttony Grivan (2003) may be one of the reasons for moonlighting. While for others it can be a means of gaining satisfaction by development of skills and credentials Boheim & Taylor, Heineck (2003). These factors along with the personal goals can interplay and put multiple demands on the workforce to engage in moonlighting. Professionals opting for moonlighting can be determined by the analysis of relationship between the jobs.

This relationship can be supplemental that is if the employee goes for the second job to avail additional income, complementary that is if the employee feels free to express creativity otherwise nipped off on the primary job or a combination. As quoted by Betts (2005) the existing utility derived from the existent nature of relationship among the jobs may be the driving factor for moonlighting.

Theoretical foundations of moonlighting motives was put forth by Wilensky, R., & Hilty, E. (1987), and proved financial reasons were the driving factor for seeking second job. Researched by Feldman (1990) that in addition to the above mentioned outcomes, professionals going for second job have been reported to result in reduced organizational commitment.
Over the past three decades, organizational commitment and job satisfaction have generated a lot of interest among researchers. The reason behind this interest is with passage of time more and more people are seeking second job in addition to first permanent job. This behavior has been observed in all walks of life. With passage of time professionals seeking second job is on the rising trend. One needs to find reason as to why people are prepared to volunteer second job, sacrifice their leisure time, and burden themselves with extra hours of work. What are the incentives, they derive which encourages them to seek second job? The factor that seems dominating in this practice is people go for second job may be for financial benefits. This may not be the reason only. It may be for intellectual gains also. Job satisfaction and organizational commitment play pivotal role in moonlighting. Hyder & Ahmed (2009) conducted research and found that highest number of teaching professionals was engaged in multiple job holding.

The popularity of the concept of moonlighting as researched by Mathieu and Zajac (1990); Meyer and Allen (1997); Lambert (2003); Lambert and Hogan (2009) has stemmed from its relationship with several important employee behaviors: for instance, the literature has shown that organizational commitment and job satisfaction may have positive impact on job performance and further Meyer and Herscovitch (2001); Jaros, Jermier, Kochler and Sincich, (1993); Angle and Perry (1981) elaborated that it has negative relationships with turnover intent to leave and tardiness.

2.1.1 Moonlighting Teachers

It has been observed that trend of moonlighting has been on the rise in education sector and specifically in public sector organizations, which include all levels that is
primary, tertiary and higher education level. Mostly the reason behind moonlighting is thought to be financial, intellectual or social.

Different researchers have tried to pin point the reason for moonlighting and explain Cooper-Hakim and Viswesvaran (2005) that in the competitive market, employees have become the only source of sustainable competitive advantage to organizations therefore predicting employee satisfaction and commitment is important. Therefore, employee commitment and job satisfaction becomes critical if an organization expects to sustain and compete in the market. The phenomenon of multiple job holding however is prevalent in the entire labor market. There are several dimensions to the issues raised by multiple job holding. The most basic set of questions can be addressed using descriptive information about moonlighting practices. One important question to be addressed with this information is; how widespread has moonlighting been in the public sector universities, especially in Punjab and Federal area? As mostly observed age, university service and education affect choice to seek second job in addition to first job. Certain behavior pattern is observed which identify reason for moonlighting. One need to research in detail as to what leads university teachers to moonlight. Do financial reasons dominate or there are issues such as the lack of full-time work or inflexibility in hours at primary job, important as well. Public sector university teachers are faced with challenges that can seem insurmountable at times. By spending time with teachers, one can better understand their frustrations, joy, challenges and successes. However teacher’s opinions on current issues in the field of education are often overlooked. Teacher’s views on important issues, such as their wages are seldom given the priority they deserve. Teacher’s salaries are at the center of many conversations and many people agree that
teachers are important, that they have a great impact on society and that they should be paid accordingly. Salary increases seem to be an area many political hopefuls address through campaign promises, yet sadly, teacher salaries lag behind other professionals with similar educational backgrounds. Real salary reforms for teachers seldom occur, yet teachers continue to teach. Many teachers complain that they are forced to live from paycheck to paycheck because of their relatively low paying teaching jobs. It comes then as no surprise that teachers across universities have responded to this reality by moonlighting. The same practice is researched by Wisniewski & Kieine (1984) as having an extra source of employment and income is neither a new phenomenon nor an uncommon practice among university teachers. It is commonplace for teachers to practice, effort and time between teaching and some other form of parallel teaching in order to meet their monthly financial obligations.

Wisniewski & Kieine (1984) says that moonlighting warrants attention by scholars/researchers because it provides workers with an alternative source of valuable work related outcomes, such as training and benefits. Through decades moonlighting practice has been prevalent and more and more people are adding up to the labor force, who go for option of additional income.

Researchers like Factor (1991); Henary & Rogers (1987) narrate that teacher’s attitudes such as teacher morale, teacher motivation, teacher efficacy, teacher job satisfaction may be considered essential and fundamental to the teaching occupation and the added demand of seeking second job in addition to first permanent job may directly affect these attitudes. Additionally teachers do important work in building knowledge, skill and behavior. Teachers touch the lives of thousands of students each teaching hour
and there is value in exploring how teachers function. While teacher’s low salaries may set stage for teachers to moonlight. Researchers through the years have found that Ballou (1995) financial need is not the only reason teachers give for holding a second job. A great deal of emphasis has been placed on national efforts to reform higher education in the past decade. With much efforts placed towards improvement of higher education, it is amazing that so little attention has been paid to the phenomenon of university teachers who moonlight. The Higher Education Commission Employees (Service, Appointment, Promotion and Transfer) rules, (2009) through the powers conferred by Section 21 of the Higher Education Commission Ordinance, No.L111of 2002 is an elaborate document which reflects that there is no provision of indulging in any source of additional employment or income generating activity.

The time dedicated to work by teachers is substantial. University teachers are asked to do more than ever, despite shrinking budgets, scarce resources, greater accountability and increasing class size. For the public university teaching faculty that moonlight job responsibilities go far beyond the classroom. Their work hours are extended into evenings. As long as higher education is dependent on the commitment of hard work, there is a great need to further understand how teachers maintain required standard expected out of them. Producing knowledgeable and skilled manpower is the main objective of teachers of higher education. This objective could only be met by finding reasons to teachers’ moonlighting and formulating policies to overcome these barriers for effective output.
2.2 ORGANIZATIONAL COMMITMENT

Different researchers have extensively researched organizational commitment and have identified its antecedents and outcomes. Organizational commitment as defined by Allen & Meyer (1990) is how much an individual is psychologically committed to the organization. How far employees are motivated, feel strong affiliation with their employer and feel pride to stick on to their organization, it needs further exploration. The behavioral patterns of employees are researched and found Bateman & Strasser (1984) that employee satisfaction increases with improvements in commitment levels and it leads to positive behavioral consequences. It is observed when employees are satisfied at their workplace they will commit to continue working. As quoted by Stumpf & Hartman (1984) the outcomes of the feelings about work performance that is commitment and satisfaction as well as being in a job and organization that suits one’s values and goals affect intentions to quit or stay. Cohen (1993) says that organizational commitment and turnover are both dynamic concepts.

Several studies based on western research Meyer and Allen (1991) have shown that work related factors are major determinants of job satisfaction, organizational commitment and turnover intentions among employees.

Factors that influence an individual to seek second job in addition to primary job are how far one is satisfied with working conditions and values and goals of the organization. Moreover satisfaction level of the employee with the organization is another factor that influences level of commitment to his workplace. Organizational
commitment as understood is the individual’s psychological attachment to the organization.

As suggested by Allen & Meyer (1990) commitment is also perceived as a negative indicator of turnover. Their research also made an important contribution towards elaborating three components of organizational commitment. Meyer & Allen (1991) researched and recorded that “affective commitment is the employee’s emotional attachment to, identification with and involvement in the organization”. Continuance commitment is “an awareness of the costs associated with leaving the organization” and the normative commitment is “a feeling of obligation to continue employment”. While defining organizational commitment, Porter (cited et al., 1974) defined it as the acceptance level of employees and strong believes of organizational goals and values, willingness to exert considerable and required effort on behalf of the organization and a clear and definite desire to maintain membership with the organization.

The concept is further elaborated by Jans (1989) as the acceptance level of employee who honors and perceives ones role based on organizational values and goals. Commitment level with the organization plays an important role in the organizational output. As researched by Robbins & Coulter (2003); Jans (1989); Hunt & Morgan (1994); Mowday, Steers & Porter (1982) employees become committed to their organization when (a) they have conviction and ownership regarding the values and mission of their organizations (b) in order to achieve organizational goals employees are mutually ready to exert dedicated efforts, and (c) employees are committed with intense desire to continue serving in their organizations.
Commitment as defined by Buchanan (1974) is “a partisan or affective attachment to the aims and values of an organization, to one’s role in relation with these aims and values and to an organization for its own sake”. The more committed employees are to their organization the better will be the output. According to the cost-benefit analysis approach; commitment as narrated by Kamoche (2000), as perception of cost associated with leaving from an organization, as a result of the perception of benefit associated with staying on with the organization. Outcomes by the employees are weighed by the cost of staying on with the employer and the benefit derived from it. According to Wiener (1982) the normative approach; commitment is “the aggregate internalized normative pressures to conduct in a manner which meets organizational objectives and interests”. In this context, university teacher’s organizational commitment can be viewed as: His or her firm belief in and acceptance of the university goals and values; readiness to exert dedicated efforts on behalf of the university; and strong desire to sustain his or her university membership. Quoted by Valentine (cited et al., 2002) that acceptance and adherence to organizational objectives and goals depicts the level of commitment of employees to the organization. Individual may remain committed to an organization for several reasons; a person’s own values, mission and goals may align with those of organization’s; another person may stay with the same organization because leaving may impact his/her prestige, benefits or social networks; yet another may be committed to the organization due to sense of obligation. This in conformation with above statement is researched by Meyer & Allen (1997) that each of these three commitments; affective, continuance and normative – are independent types of commitment experienced at different levels by all individuals of an organization.
Frederick Taylor advocated that at the start of the twentieth century, the main focus of the managers and industrialists was on the management of employees to maximize profit and productivity using scientific management methods. Although Taylor’s method resulted in higher pay and increased productivity, the labor unions and workers opposed the approach as it resulted in job losses and high stress levels. It was further researched by Stoner, Freeman and Gilbert (1995) that, because employees were expected to surpass their normal work targets the stress level at workplace had increased many folds. The outcomes of Hawthorne studied in 1930’s managers realized even if the working conditions were not good, yet production increased as a result of motivation and personal attention paid to employees. Later employee behavior was extensively studied by organizational and social psychologists, which resulted in several theories of employee motivation and satisfaction such as Maslow’s Hierarchy of Needs, Herberg’s Two Factor theory. Interest in studies of organizational commitment has always been a well established fact by different scientists and researchers. Guest (1987) narrates, further interest in studies of organizational commitment developed from the successful management practices where the central driver to organizational success is seen to be employee’s commitment and he attributes the popularity of organizational commitment to its central position in the design of human resource management policies. The main aim of increasing motivational level of labor force is to maximize employee commitment, provide organizational flexibility, enhance quality of work and increase organizational integration. As reported by Reichers, (1987); Meyer & Allen (1997); Fenton-O’Creevy, Lydka and Morris (1997) that as area of organizational commitment
develops and expand, “researchers from various disciplines ascribe their own meanings to the topic thereby increasing the difficulty involved in understanding the construct”.

To make it simple, increased organizational commitment will lead to minimum waste of resources and better outcome, if employees feel strongly associated to their workplace. As researched by Marrow (1983) twenty-five commitment related concepts and measures are reported “the growth in commitment related concepts has not been accompanied by a careful segmentation of commitment’s theoretical domain in terms of intended meaning of each concept’s relationship among each other”. Research findings depict that researchers have conducted research with numerous different approaches to dig out reasons for reduced commitment and will to leave the organization. As narrated by O’Reilly and Chatman (1986) same basic phenomenon have been described by using different terminologies, such as identification with the organization’s goals and values; involvement or loyalty to the organization; affective or psychological attachment; and attachment to one’s investment or “side-bets”. To differentiate between the antecedents and consequences of organizational commitment, on one hand and the basis of attachment on the other hand, requirement of further research still exists. Giving clear definition of commitment has become a dilemma as some of the concepts are confused with commitment. Giving a clear picture, Coopey and Hartley (1991) says that difficulties in defining commitment have resulted from concept redundancy since job, career, work, professional and organizational commitment have been fused into one concept. This has led researchers to assume that all the members of the organization were well versed with values and goals of their workplace. Further approaches depicted by Steven, Beyer and Trice (1978); School (1981); and Hartley (1991) that confusion has
risen from the existence of at least two approaches to defining commitment namely; a “psychological approach” and an “exchange approach” or it has been referred to as the attitudinal and behavioral school of thought respectively. For instance, Porter (cited et al., 1974) defined commitment as the psychological attachment to the organizational goals and values while Becker (1960) explained it as the cost associated with staying on or leaving the organization. As different researchers gave their definition of commitment Meyer and Allen (1991) came to their rescue and in response to the confusion over the definitions of dimensionality of the construct, proposed a three-component conceptualization of organizational commitment in which they defined commitment to reflect a desire, a need and or an obligation to maintain membership in the organization. Due to several definitions of organizational commitment definitions, Meyer and Allen, (1997) proposed that, there is no definition more accurate and correct or universally accepted than the others. The definitions are different, however in order to remove confusion one has to be clear in selection of definition of commitment.

Normative and affective commitment of this model Meyer and Allen (1991) will be used. This is because employees’ commitment to the organization may have their own priorities which may not necessarily be affective or psychological in nature. Due to poor economic performance in Pakistan public sector organizations have heavily suffered in the sense of growth and output. Most organizations over the past decade have carried out restructuring measures which have resulted in some improvement, but still lot needs to be done yet. Formulating realistic policies and placing emphasis on its implementation, is the need of the hour. Furthermore monitoring and evaluation of policies, their implementation and its output need to be revisited periodically.
2.2.1 Theoretical Approaches to Organizational Commitment

Various studies have revealed different perspectives of organizational commitment. Some studies have used the social exchange theory to explain organizational commitment while others have used the attitudinal or behavioral approach. Some researchers Reichers (1985) have claimed that organizational commitment cannot be studied without considering multidimensional approach. Different approaches to organizational commitment are discussed below:

2.2.2 Attitudinal Commitment

Individual’s psychological attachment to the organization is the main playing factor in this theory. As quoted by Armstrong (2003) that employees’ consistence with the values and philosophy of human resource management, attitudinal commitment posits that employee’s values and goals are congruent with those of the organization. Since the past three decades researchers like Buchanan (1974a); Mowday (cited et al., 1982) have focused on this approach of organizational commitment and referred to it as affective commitment. As Porter (cited et al. 1974) defines it as the relative strength of an individual’s identification with and involvement in a particular organization. Such commitment can generally be characterized by at least three factors: (a) a strong belief in, and acceptance of the organization’s goals and values; (b) a willingness to exert considerable effort on behave of the organization; (c) a defined desire to maintain organizational membership.

Even Brown (1996) referred to it as employee’s dedication and commitment to organizational goals and the shared sense of value at workplace, and strong and positive attitude as reflection in the behavior. As far as exploring the behavioral pattern Meyer
and Allen (1991) defines it as “an employee’s emotional attachment to, identification with, and involvement in the organization”. Viewing above definitions some form of psychological bond develops between employees and organization. The bond with the organization as a result of attachment ultimately increases the organizational output. Therefore the resulting outcomes of organizational commitment as quoted by Scholl (1981) will be increased work performance, reduced turnover and reduced absenteeism. The exchange theory has also been used to explain attitudinal commitment by Angle and Perry (1981); Steers (1977); Mowday (cited et al., 1982) that according to exchange perspective, the incentives offered by the organization are exchanged with employees’ loyalty, identification and attachment to the organization. Employee’s perception of the fairness of the balance of organizational inducements and employee contribution plays the leading factor in individual’s decision to continue and retain its membership with the organization. When employee’s expectations are being met by the organization, he feels obliged to develop attitudinal commitment with the organization. Another perspective in explaining attitudinal commitment has been proposed by Wiener (1982), he argues that as a result of internalized normative pressures such as personal moral standards, and not rewards or punishments, could lead to increased commitment of employee to its organization. Employee with strong normative commitment may feel a deep indebted obligation as explained by Wiener (1982); Marsh and Mannari (1977) that employees may continue lifetime commitment and act in a way which meets organizational goals. This commitment level reflects that regardless of status enhancement or satisfaction the firm gives him over the years, the employee will continue to stay with the organization. Therefore Allen and Meyer (1996) says that employees with strong normative
commitment continue to remain in the organization because they feel they ought to do so. This exchange theory elaborates a psychological aspect of employee’s willingness to maintain membership purely for the sake of the organization without asking for anything in return. As quoted by Wiener (1982) he states, that employees exhibit such positive behavior because they believe it is morally right to stay on with the organization. These feelings of commitment and obligation to remain with an organization result primarily from the internalization of normative pressures like familial or cultural socialization of the individual prior to entry into the organization.

This fact is further emphasized by Wiener (1982); Meyer and Allen (1997); Chen and Francesco (2003) that organizational socialization is another factor affecting an individual’s decision for entry into an organization and not through rewards or inducements. Organizations providing certain benefits such as tuition reimbursement or training may develop feelings of obligation in the individual to continue serving the organization. Researchers Meyer and Allen (1991); School (1981); Chen and Francesco, (2003) quote that feeling of obligation may continue until the individual feels that he or she has “paid back” the debt. Identification and loyalty to the organization as proposed by Wiener (1982) has opened new dimensions for researchers. Whereas Suliman and Iles (2000) quotes that in affective/attitudinal commitment an individual is attached to the organizational values and goals, normative commitment arises from the congruency of the individual’s and the organization’s values and goals, which aim to make the individual to be obligated to the organization. This happens when the organization’s missions, goals, policies and style of operation are consistent with internalized beliefs of an employee. Researchers that have used Meyer and Allen’s,
affective and normative commitment scales, have revealed Allen and Meyer (1996); Meyer, Stanley, Herscovitch and Topolnisky (2002); Jaros (2007) that the two approaches have an inherent psychological overlap, that without developing positive emotional feelings for the workplace it may not be possible to feel a strong obligation to the organization.

2.2.3 Social Exchange Theory

The exchange perspective elaborates the employment relationship as consisting of social or economic exchange. As quoted by Aryee, Budhwar and Chen (2002); Cropanzano, Rupp and Bryne (2003) the exchange of economic benefits is the return for employees’ effort and input, which is the real essence of economic exchange relationship with organization. Social and economic bond between the employee and the organization plays an important role. As researched by Blau (1964); Aryee (cited et al., 2002); Gould-Williams and Davies (2005) they say that social exchanges are which may be initiated by an organization’s setup and treatment for its employees, with the expectation that the employees will be obliged to reciprocate the good deeds of the organization. The social exchange perspective view of organizational commitment explained by Hrebiniak and Alutto (1972); Steers (1977); Mowday (cited et al., 1982); Farrell and Rusbult (1981) that individuals attach themselves to their organizations in return for certain rewards from them. According to this view, professionals enter organizations with specific skills, desires and goals and expect to find an environment where they can use their skills, satisfy their desires to impart knowledge and achieve their goals. Commitment to the organization increases with favorable exchange/rewards policy from the organization. Similarly, the more abundant the expected rewards in relation to costs, the greater the
organizational commitment. Similarly it is vice versa, failure by the organization to provide sufficient rewards in exchange for the employees’ efforts is likely to result in decreased organizational commitment. This perspective is parallel with Becker’s (1960) idea of calculative commitment where individuals’ commitment to the organization is in part, a function of accumulative investments.

From the point of view of the employee-employer relationship, social exchange theory explains that the employees respond to perceived favorable working conditions by behaving in ways that benefit the organization and/or employees. Researched by Haar (2006); Crede (cited et al., 2007) who says that dissatisfying conditions and environment, creates a negative behavioral response and attitudes, such as absenteeism, lateness, tardiness or preparing to quit the organization in retaliation to negative work conditions by the employees. It is therefore, expected that employees who perceive their working conditions to be distressing and negative, would respond with negative work attitudes such as low morale, job dissatisfaction and reduced organizational commitment. This concept is confirmed by Cropanzano (cited et al., 2003); Crede (cited et al., 2007) who says that while those who take the workplace conditions as challenging and positive would reflect with positive work attitudes, such as high commitment, job satisfaction and low turnover. Another aspect underlying social exchange theory is the norm of reciprocity which is based on two assumptions as identified by Gouldner (1960)

“(a) People should help those who have helped them, and (b) people should not injure those who have helped them”.

Therefore, employees who feel that their organization values them and treats them fairly, will feel obliged to “pay back” or reciprocate with positive behaviors and work
attitudes. Arye (cited et al., 2002); Gould-Williams and Davies (2005); Parzefall (2008) confirmed this behavior through their research findings. Research studies by Goulder, (1960); Liden, Wayne, Kraimer and Sparrowe (2003); Parzefall (2008) have suggested that the norm of reciprocity is thought as a moral obligation and then internalized by both parties, i.e., employees and employers in an exchange relationship such that one who receives a benefit feels obliged to repay it. This depicts employees who perform well on job devoid of stress, receive attractive salary, job security and fair treatment from the organizations, and will be bound to express their gratitude for the support received by increasing their commitment to their organization. The real essence of the exchange theory is that commitment develops as a result of an individual’s satisfaction the rewards and remunerations the organization offers, rewards that may be sacrificed if the employee leaves the organization. This is in conformity with the cost-benefit analysis theory.

2.2.4 The Behavioral Approach

The real essence of this approach is that employees want to retain their membership with the organization because the assumed cost of doing otherwise is likely to be high. Therefore as quoted by Becker (1960); Stevens (cited et al., 1978) that the behavioral approach views commitment as being purely instrumental and not psychological in nature. As defined by Mowday (cited et al., 1982), behavioral commitment is the “process by which individuals become locked into an organization and how they deal with this problem”. Hence this approach may be explained as continuance commitment. This approach is developed from Howard Becker’s studies in (1960) which describes commitment as a disposition to engage in “consistent line of activity”. Which means maintaining membership with the organization resulting from the
accumulation of ‘side bets’ which would be lost if the activity was discontinued. Jaros (2007) referred to it as profit associated with continued participation and ‘cost’ associated with leaving the organization.

While pursuing certain professional career as narrated by Besana (2011), or working for a particular organization over a period of time, certain cost accrue which make it more difficult for the person to disengage from the course of activity. It becomes more challenging to leave the organization with greater costs and investments over the passage of time. Becker termed these costs as “side-bets”. These “side-bets” or investments may relate to individual’s education, promotion, pension funds, marital status, organizational specific skills and other factors which may be thought of as rewards or sunk costs in particular organization, hence rendering other job opportunities unacceptable.

Hence it is further observed that employees make side bets by staking their reputation for stability against the decision to remain with the organization. Similarly organizations react to this behavior by making side bets for employees using practices that lock them into continued membership with the organization. This may happen through non-investment pension plans, making policies for rapid promotion and/or organization specific training among its workers.

Research findings of Meyer, Paunonen, Gellatiy, Goffin and Jackson (1989) caution that such practices by the organization may not motivate employees, may not feel the desire to contribute to organizational effectiveness. Instead some employees may feel their desire to stay with the organization dwindles with time, but they cannot afford to leave the organization. Such employees’ performance remains at the minimum level
required to maintain the job they have become dependent on. The employees who value their association with the organization will not only opt to remain and continue, but will work towards its success also. Therefore organizations should foster affective commitment in their employees rather than continuance commitment.

The behavioral, attitudinal and normative approaches to commitment represent what is now referred to as continuance, affective and normative commitment in the contemporary commitment literature. Behavioral commitment relates to opportunity cost that is employee’s evaluation of the costs likely to be incurred by leaving the organization. Similarly normative and attitudinal approach explains commitment as an emotional attachment, involvement, identification and loyalty that the individual has towards the organization. Attitudinal (affective) commitment, which instills desirable work attitudes in the employees, is most commonly researched commitment, where appropriate steps are planned to increase organizational output. This is confirmed by Meyer and Allen (1997) that such employees are expected to be high performers, register less absenteeism and turnover also reduces. Hence it is observed by Meyer and Allen, (1997) that behavioral continuance commitment is analyzed critically, for failing to lead to positive work attitudes since the employee only retains membership with the organization to safeguard his benefits and investments. Although researchers conceptualized organizational commitment as a one-dimensional construct, further studies by Reichers (1985); O’Reilly and Chatman (1986); Allen and Meyer (1990); Meyer and Allen (1997) shows that it is a multidimensional construct.

2.2.5 Multi-dimensional Approach
As a result of two factors, interest in the multidimensionality of organizational commitment has come in focus of researchers. Firstly, failing to investigate commitment by O’Reilly and Chatman (1986) as a construct, which is distinct from psychological concepts in previous studies has been criticized. Studies by Wiener (1982) depict that individual’s commitment to an organization can result from financial investments, value congruence, effective reward and control systems or lack of opportunities. Reward or payback factor is important in this theory of multidimensional approach. Secondly, no doubt behavioral or attitudinal approaches explaining different theories of commitment such as loyalty and costs attached to leaving the organization or psychological attachment Mowday (cited et al., 1982) found that the two approaches were interrelated and not mutually exclusive. According to Mowday and his contemporaries Wiener (1982) there is an ongoing cyclical relationship between these two types of commitments where high levels of attitudinal commitment leads to committing positive behaviors which in turn reinforce commitment attitudes. Ultimately, Coopey and Hartley (1991) the conclusion was that the two approaches could be integrated into a single approach which elaborates that commitment can develop either through behavior or through affect and that each may reinforce or overlap each other. It is reported by Mathieu and Zajac (1990) that one cannot distinguish between the two approaches, as the measurement of one contains elements of other. For instance, an individual may be drawn into the organization for exchange reasons as explained by Cooper-Hakim and Viswesvaran (2005) as (calculative commitment) but later develop willingness and attitude to continue to stay (attitudinal commitment) because of “accumulated side-bets” resulting in calculative commitment. In support for the inter-relationship between behavioral commitment and attitudinal
commitment, Meyer and Allen (1991) report that unlike Porter and colleagues who restricted commitment to only one phase that is psychological state, they incorporate both the attitudinal and behavioral approach and their complementary relationship and elaborate that this psychological state need not be restricted to value and goal congruence only and that it can reflect a desire, a need and/or an obligation to maintain membership in the organization.

The pioneer work on multidimensionality of organizational commitment is dated back to work done by Henry (1987). Later studies gained momentum in 1990’s. Henry states that an employee accepts influence in three different ways.

(a) **Compliance** which happens when “an individual accepts influence because he hopes to achieve a favorable reaction from another person or group” (p. 53). In such case, the individual adopts acceptable behavior in order to gain specific rewards or approval. He may not be necessarily sharing goals or beliefs of the organization. This in other words is similar to continuance commitment.

(b) **Identification** which occurs when “an individual accepts influence because he wants to establish or maintain a satisfying self-defining relationship to another person or group” (p.53). This reflects individual’s pride to remain member of the group, and continue respecting its values and accomplishments. This is portrayed as affective commitment.

(c) **Internalization** which takes place when “an individual accepts influence because the content of the induced behavior—the ideas and actions of which it is composed—is intrinsically rewarding. He adopts the induced behavior
because it is congruent with his value system” (p.53). When individual’s own values are congruent with the organization he/she accepts the influence. This is in other words known as normative commitment.

Internalization and identification dimensions of commitment are similar. These dimensions concern with employees’ psychological state, belief and value systems. Henry generated interesting and innovative ideas on employees’ behavior, yet it was not given due follow-up until three decades later.

One of the pioneer studies that elaborated the concept of multidimensionality of organizational commitment were carried out by Meyer and Allen (1984) who adopted side-bet concept introducing the concept of continuance commitment alongside the concept of affective commitment. Reviewing thirty-two commitment studies Reichers (1985) did not find a consistent definition of organizational commitment. However from previous studies Reichers (1985) classified commitment in following categories:

(a) **Attributions**, it is the commitment that is binding of the individual to behavioral acts that results when employees’ consider an attitude of commitment to themselves after engaging in behaviors that are explicit and irrevocable.

(b) **Side-bets** suggest that organizational commitment is a function of the opportunity cost that is rewards and costs associated with continuing to stay on with the organization. These keep increasing as tenure in the organization increases.

(c) **Organizational/individual goal congruence** is where individual continue to remain committed and where individuals identify with organizational goals and values and continue extended effort towards its employer.
Further, Reichers comprehended that organizations comprised “coalitions and constituencies” which may be top management, work groups, co-workers, supervisors, customers or clients each with its personal goals and values that may or may not be congruent with goals of the organization. Organizational commitment can best be perceived as a collection of multiple commitments, to the goal orientations of multiple work groups that constitute the organization. By categorizing commitment into three dimensions Reicher’s laid the foundation guidelines for the future directions on the study of multidimensionality of organizational commitment.

In further studies, O’Reilly and Chatman (1986) adapted findings on attitude and behavioral change, expressed that although commitment reflects the psychological bond that encourages an individual to continue with the organization. This bond takes three distinct forms, as discussed earlier namely compliance, identification and internalization. Compliance with organization according to O’Reilly and Chatman (1986) occurs only to gain specific rewards and not because of shared beliefs. When the values and goals of the individual and organization match, internalization arises. Similarly identification arises when individual feels being part of a group, while respecting its values and accomplishments without the person adopting them as his or her own. The study depicts that compliance was positively related to employee turnover and identification and internalization were negatively related to turnover intentions.

Later in research studies of Meyer and Allen (1984); McGee and Ford (1987) they found that continuance commitment was bi-dimensional consisting of ‘high personal sacrifice and low perceived alternatives’.
Studies carried out by Allen and Meyer (1990) are credited to bring about current development in multidimensional commitment. Viewing several organizational commitment studies, they came to the conclusion that it consisted of three general themes namely, obligation to remain with the organization, perceived costs associated with leaving the organization, affective attachment to the organization.

These theories came to be known as normative, continuance and affective commitment respectively. According to Allen and Meyer (1990), “the ‘net sum’ of a person’s commitment to the organization… reflects each of these separable psychological states”. The employees can experience each of these psychological states with varying degrees, an extreme need and obligation to remain and continue in the organization but no desire to do so.

Since the development of the multidimensional commitment by Allen and Meyer (1990), various studies have been carried out in American and other Western contexts using the three dimensional organizational commitment measures Iverson and Buttigieg (1999); Vandenberghe, Stinglhamber, Bentein and Delhaise (2001); Meyer (cited et al., 2002). This approach is increasingly gaining interest for research in different non-Western cultures also Suliman and Iles (2000); Ko (cited et al., 1999); Wasti (2003); Cheng and Stockdale (2003). The disappointing and inconsistent results often reported in organizational commitment findings will come to an end after reporting these findings Allen and Meyer (1996); Brown (1996); Suliman and Iles (2000b).

In short different researches have depicted that organizational commitment is a multidimensional construct. No single definition is found to be final in application. As
human behavior varies in different situations, therefore outcome of behavior is different for different situations. This is found to be dilemma of social sciences as it deals with human behavior and not machines.

2.2.6 Building Commitment among Employees

Though commitment and relationship with organization develops naturally over time, different strategies are actively explored to seek ways to develop the level of commitment among employees. Two fundamental approaches to workforce management are identified by Walton (1985), the control approach and commitment approach. These approaches present integrated human resource strategies for motivation, selection, development and retention of employees. Overriding philosophy and values regarding the employment of people and organizations identify basic difference between these two strategies. Commitment and control highlight two distinct approaches to shaping employee behaviors and attitudes at work.

2.2.7 Commitment Strategy

Commitment based human strategies shape desired employee behaviors and attitudes developing psychological links between organizational and employee goals. Focus remains on producing committed employees who are trusted to use their strengths to carry out job tasks in a way that are consistent with organizational mission.

2.2.8 Control Strategy

Control oriented approach depicts that the main aim of control human resource systems is to improve internal efficiency of the organization by reducing direct labor costs. By compliance with specified procedures and rules and basing rewards on measurable output the ultimate result will be enhanced output of the organization.
There are different ways in which employees develop commitment. Various practices can be divided into categories based on four commitment mechanisms.

2.2.9 Investment Based Practices

Over a period of time employee’s make investments in the form of building reputations with the company and investing in skills specific to the organization. Mostly these investments are made without considerations and they become visible when employee starts to think about leaving the organization due to strong dissatisfaction with the employer. Hence it is commonly observed when those employees do not see a successful and satisfactory future with their employer the generally become unwilling to make large personal investments.

2.2.10 Reciprocity Based Practices

Like investments, employers often ignore developing strategies to make employees feel indebted. When such policies are in practice, which make employees feel they are being treated well, such feelings develop with opportunities provided in the form of extra training, benefits to employees with apparent organizational gains. Hence feeling of being obliged develops when he feels employer has given him special chance for his personal enhancement.

Limited alternatives

Two of the most common alternatives are developing specialized skills specific to organization and providing rewards and benefits that are difficult to match elsewhere in the labor market.
2.2.11 Developing Social Identity

Developing ones social identity in terms of employing organization, is the most effective commitment mechanism. When employees expose their identities in terms of their employing organizations, a bond of pride and commitment is created. Identification is more likely to occur when mission of the organization is consistent with personal goals and values. Individual feel sense of security and can foresee growing career path with the organization, when individual feels responsible for organization’s accomplishments and status through participation and empowerment. Further trust is one of the main indicators of commitment strategy. When employee is trusted he performs with higher commitment level which leads to enhanced output. Individual experiences strong feeling of acceptance and validation when his or her performance is appreciated and honored by peers and employer.

2.3. CONCEPT OF JOB SATISFACTION

Job satisfaction is the phenomena of human behavior which reflects the outcome of an individual to his workplace. Researchers like Locke (1969) studied this behavior of job satisfaction as the “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. In other words it may be stated that it is an emotional state related to the positive or negative appraisal for job experiences. Spector (1997) and Kreitner and Kinicki (2006) defined job satisfaction as a global phenomenon or a collection of different dimensions to which the employee reacts affectively. Employee behavior for different professions and work places differ, as situation and work environment is different.
Identifying factors those result in job satisfaction Seigel & Lane (1974) states that “job security, career growth, benefits, satisfaction with leadership, type of work, working conditions and organizational characteristics are the key factors related to job which can result in job satisfaction”.

However performance of an employee depends on his level of satisfaction. How far employee will remain committed to its organization will depend upon his emotional attachment as stated by Handoko (1998) employees do their job in enjoyable or unenjoyable manner depends upon his satisfaction level with his job. Employee gets emotional development when one is satisfied with his job. Therefore job satisfaction plays vital role for organization’s success.

Job satisfaction can best be understood as the way employees feel about their jobs and different aspects of their job. Researcher like Spector (1997) says that a shift has taken place in last three decades of research for job satisfaction as an attitudinal variable. For example, employees can have their choice or will of being engaged with or disassociated from their organization. Job satisfaction as a psychological construct is defined by Dawes (2004) as having two components: a cognitive component that is the perception that one’s needs or requirements are being fulfilled, and an affective component, that is the feeling that accompanies the cognition.

Job satisfaction as defined by McNamara (1999) as “one’s feelings or state of mind regarding the nature of their work, Job satisfaction can be influenced by a variety of factors, e.g. the quality of one’s relationship with their supervisor, the quality of physical environment in which they work, degree of the fulfillment of their work, etc”. As
observed human behavior responses are vary for different environment and situational responses show irregular pattern in regular workplace situation.

In the classic sociological study of school teachers Dan Lortie (1975) discussed this issue in detail and asserted that there are three types of rewards that meet job related needs which teachers expect in their careers: “extrinsic, ancillary and psychic or intrinsic”. Extrinsic rewards in his findings, deal with money income, prestige and power over others and generally are ‘objective’ since every employee experiences them. This version of job satisfaction was however contemplated by Pennington and Riley (1991) as an external or internal value, and in their view, “a person’s general assessment of how satisfied he/she is on the job is made according to an absolute frame of reference, while a person’s assessment of level of satisfaction with individual job facets is based on a relative standard that is specific to the work context and that involves comparison with the situation of other employees”. Therefore it is viewed through above observation as feelings of employee deals with prestige, power and the financial reward.

Ancillary rewards are objective as they refer to quality of work that may be seen as rewards, example women with children may deem their work schedule rewarding where as men might not. Psychic rewards are seen as subjective appraisal made in day to day routine of teacher’s work, it is considered formative and is an ongoing process for example, value of student-teacher relationship which may be inconsistent from person to person. Further defined by Kreis and Brockopp (1986) that job satisfaction, is reflected as the self perception of an individual in reward of need fulfillment through work. An employee perceives that the reward is equalized to the time and effort he puts in.
Weiss and Cropanzano (as cited in Thoms, Dose and Scott et al., 2002) said that job satisfaction refers to a person’s evaluation of his or her time allocated to job and work context. People who work value their time spent at workplace and with own family. Similarly Linda Evans (1997) defined job satisfaction as reflection of an attitude and state of mind determined by the extent to which the individual perceives his/her job-related needs being met. Time is one factor which reflects job related needs.

As regards causal models, Kreitner and Kinicki (2006) identified five predominant causal reasons: need fulfillment of salary needs and family needs; discrepancies between what is expected and what actually happens; fulfillment of work values, equity or fairness of treatment; and dispositional components where certain congenial personality traits lead to job satisfaction.

Job satisfaction is an effective response to specific aspects of the job and plays a role in enhancing employee commitment to an organization. Studies have shown as Walton (1985) says, that employee turnover, absenteeism and other behaviors are related to a person’s satisfaction with his or her job and the organization.

2.3.1 Job Satisfaction and Demographic Characteristics

Employees’ demographic characteristics are some of commonly used variables in relation to organizational commitment and job satisfaction. Some studies by Hrebinik and Alutto (1972); Stevens (cited et al., 1978) have found that personal variables such as age, tenure, gender, education and marital status played significant role in enhancing employees side bets. While other researches, like Aven, Parker & McEvoy (1993) found a significant relationship between variables like
(age, tenure, education, gender and marital status) and job satisfaction. These variables are discussed below:

(a) **Age**

Several studies Steers (1977); Angle and Perry (1981); Bateman and Strasser (1984); Cohen (1993) have consistently found that age was positively related to organizational commitment and job satisfaction. Karsh (cited et al., 2005) in study of 6584 nursing home employees, found that unlike younger employees, older employees displayed higher commitment and found it difficult to leave due to factors such as financial obligations to family among other things. Other researchers like Price and Mueller (1981) found that younger employees were more likely to turnover than older employees because they had the most routine jobs, participated relatively less in the decision making process, lacked latest knowledge about their jobs, had fewer friends and received less pay.

In research of sales person’s organizational commitment Sager and Johnson (1989) found that age was not related to commitment. Older employees were likely to have reached the peak of their career and therefore become less committed to their careers as compared to younger employees. However it is expected that older employees will be more committed to their universities, more satisfied with their jobs and less likely to leave the organization than younger employees.

In study of 263 sector managers and administers, faculty and staff of a Caribbean university, Brown and Sargeant (2007) found that older workers aged forty-six and above had higher levels of overall, intrinsic and extrinsic job satisfaction and organizational commitment than younger employees aged twenty-six to thirty-five. While involving and
encouraging younger employees especially middle twenties’ to early thirties’ in decision making process of the institution, Brown and Sargeant suggest that job satisfaction and organizational commitment increases many fold. It would make these workers feel valued and respected and would reflect as satisfied workers who will show commitment to the organization because they are included in the decision making process.

(b) Education

Several studies have shown that education is negatively related to job satisfaction. As researched by several scholars like Steers (1977); Angle and Perry (1981); Bateman and Strasser (1984); Mathieu and Zajac (1990); Eskildsen, Kristensen and Westlund (2004). Further Mowday, Porter & Steers (1982) reports that inverse relationship may result from the fact that more educated individuals have higher expectations that the organization may be unable to meet, which ultimately result in reduced commitment.

It is interpreted that, highly educated individuals were likely to become more committed to their professions rather than their organizations. Job satisfaction, commitment levels and will to continue with the organization are likely to be lower for highly educated individuals. It becomes difficult for organizations to compete for psychological involvement and retention of such members. As quoted by Mathieu and Zajac (1990) that highly educated employees have greater options for jobs, therefore commitment level and job satisfaction of such employees will remain low. This seems to correspond to the situation in Pakistan public universities, whereby highly trained academics in the fields of science and technology, engineering and medicine turnover more than in the humanities. Researchers like Abagi (1998); Habomugisha (1998) found
this attitude as failure by governments of developing nations to adequately remunerate highly educated academics has accounted for high level of brain drain.

(c) Gender

Previous studies on relationship between organizational commitment and job satisfaction and gender have found weak and inconsistent correlations. As researched by Steers (1977); Angle and Perry (1981); Bateman and Strasser (1984), that level of job satisfaction and organizational commitment varies for male employees and female employees, as women are found to be more committed to their organizations. Thus according to Mathieu and Zajac (1990), there is weak correlation between gender and organizational commitment, with women being more committed to the organization than men. As compared to their male counterparts, women place greater value to their organization as they have to overcome more barriers to attain their position in their workplace. Lincoln and Kalleberg (1990); Mowday (cited et al., 1982); Morris, Wood & Yaacob (2001) says that there are other social and family barriers which need to be overcome through their career.

(d) Marital Status

The level of commitment to the organization and job satisfaction varies for new entrants in different professions. It has been found by Lincoln and Kalleberg (1990) that there is positive relationship between organizational commitment and it exhibit, positive behavior to job satisfaction with married employees as compared to single employees. Further narrated by Mathieu and Zajac (1990); Taormina (1999); Cetin (2006) that greater family obligations lay constrains on opportunities to change employers by married persons as compared to single, it has been observed that they exhibit higher
organizational commitment. Married employees have more financial concerns quoted by Camilleri (2002) that marital status was found to be positively related to job satisfaction and organizational commitment.

(e) **Tenure**

Tenure is understood to consist of job and position tenure. Position tenure refers to the number of years spent in the same position while job tenure refers to the number of years spent working in the university. Researchers like Mathieu and Zajac (1990); Cohen (1993) have quoted that after the employee has spent some years in the organization and developed investments or side-bets the organizational commitment-tenure relationship develops, and this is the deciding factor as to whether or not to continue membership with the organization. This reason depicts the behavior of the employee with the organization. Stevens, Beyer & Trice (1978) researched and found that job tenure was a positive predictor of organizational commitment while positional tenure was a negative predictor. Due to career stagnation, negative perceptions or costs develop where by side bets occur due to length of time served with the organization. As observed by Morris, Wood & Yaacob (2001) employees who were better educated were found to be less committed to their organization, in spite of the fact length of service. Academics actively sought better employment opportunities, while less qualified and relative less experienced tend to demonstrate higher degrees of organizational commitment, due to lack of opportunities elsewhere.

2.3.2 **Job and Role Related Factors**

In the findings of Lambert (2004) work environments are composed of social and psychological factors, they are tangible physical structures. Factors which are expected to
influence employees’ attitudinal mindset in the work environments consist of job characteristics and role stressors. Various factors like, task variety, autonomy feedback, role conflict, work overload, role ambiguity, co-workers and supervisory support of job satisfaction and organizational commitment are extensively studied. Hackman and Lawler (1971); Sims, Szilagyi and Keller (1976); Lambert (2004) studied and found that job autonomy, role conflict, work overload played important role in defining the level of job satisfaction. Employees who were more committed were found to be satisfied as far as job autonomy and workload was concerned. They were found to be however relatively satisfied with the financial reward also.

2.3.3 Job Autonomy

Employees who moonlight, their various behaviors are observed through the progression of their career. It has been explored in different studies conducted by Hackman and Oldham, (1980); Mathieu and Zajac, (1990); Meyer and Allen (1997), that employees in their workplace exhibit high levels of commitment and job satisfaction when they are expected to perform challenging and complex jobs. As the more challenged an employee is, it will give him feeling of professional growth and hence advance learning level. Dixon, Cunningham, Sagas Turner and Kent (2005) in their study found that when challenging task was assigned, it was valued by employees and was taken as an opportunity to learn new skills and gain knowledge which results in increased affective commitment. This face of challenge may be confronted at all levels of professional career. It was found by Mottaz (1988) that irrespective of demographic characteristics, job characteristics like job autonomy, skill variety and job significance had positive and strong influence on work satisfaction and organizational commitment.
Job autonomy and job variety leads to higher level of job satisfaction. As explored by Lambert (2003) that job autonomy and job variety had positive effect on both organizational commitment and job satisfaction among employees. Studies have shown Price and Mueller (1986); Lambert, & Hogan (2009) that tasks which are repetitive become boring and it provides little opportunity for intellectual and mental growth or stimulation. Therefore challenges are perceived as professional growth. In addition, Lincoln and Kalleberg (1990); Lambert (2003) organizations who plan and provide periodic development training sessions and through job rotation or stimulate employees through differential job opportunities will be seen in a more positive context, leading to increased job satisfaction and organizational commitment among its employees.

An important feature as researched by Kim, & German (2003) of academic profession is autonomy. Due to increasing global emphasis on efficiency and a stronger focus on income generation, autonomy is under threat and academicians have less control over their work. When academics felt that teaching was rewarded at their departments, they were more satisfied with their instructional autonomy. Therefore Kim and colleagues concluded that creativity and autonomy of faculty members should be guarded by respective universities and policy makers.

According to Al-Omari (2008) autonomy leads to enhanced motivation, which in return increases organizational commitment and job satisfaction. The reason behind this seems that academics find space for professional freedom on their jobs, where they can apply their specialized knowledge in appropriate ways without any fear or stress. Al-Omari and others finally conclude that providing academics with open environment of autonomy, where equity in rewards and workload is ensured, job expectations are
mutually negotiated job satisfaction and organizational commitment is on the increasing trend.

It has been researched Mathieu and Zajac (1990); Lambert (2003); Dixon (2005) that support by co-workers and Head of the Department have been found to be positive predictors of organizational commitment and job satisfaction. In the work environment Lambert, (2003); Lambert & Hogan (2009) where positive support from supervisors is provided, employees are more likely to accept and foresee their jobs and employing agencies in a more favorable way. Vice versa, work environment with harsh and non cooperative supervision, employees will blame the organization for any eventuality and will be dissatisfied. Similarly Mowday, Porter & Steers (1982) found that seniors who allow their subordinates, greater autonomy over their work increase the employees feeling of responsibility and ownership with the organization. From the social exchange perspective, employees who are provided with enriched job environment or work place will reciprocate by increasing their commitment to their organization

2.4 HIGHER EDUCATION AND PAKISTAN

Higher education sector plays a vital role in development of a country. In order to produce quality human resource, universities are expected to train high level skilled personals to participate in the national development. They are expected to teach and create new knowledge through advance training and research; they act as a bridge for transfer of knowledge, dissemination and adaption of learnt knowledge and to respond to emerging socio economic needs and demands of national development. This helps to find solutions to problems facing the country. In this context Bateman & Strasser (1984) state
that “if a country is unable to develop its human resources, it cannot build anything else, whether it be a modern political system, a sense of national unity or a prosperous economy”.

Investment in higher education carries utmost importance to a country’s economic growth. A better education system can improve and enhance the social, scientific and technological improvement of a country. Narrated by Barnett, Rosalind (1990) higher education is recognized as a capital investment and is of paramount importance in economic and social development of a country.

Skilled human capital is an asset of a country and found to be backbone for prosperity. As quoted by Mohanthy (2000) the human resource development of a country depends upon the quality of education imparted in country. Institutions of higher education as researched by Mughal & Manzoor (1999) have the initial and primary responsibilities for equipping its individuals with advanced, practical knowledge and skills required for positions of responsibility in government sector, business and other professions.

Quality higher education has great potential for the socio economic and cultural development of a country. Quoted by Stone, Horejs, & Lomas (1997) “the nation can be transformed into a developed nation within the life time of a single generation”. Where development is a concern, quality higher education becomes a compulsory component. The emerging challenges of the 21st century have a direct impact on the future development of higher education. Some of the challenges quoted by Mughal & Manzoor (1999) are international mobility of students, scholarship criteria,
Teachers’ accessibility of computer based learning pursuit of research and globalization of economies.

Universities are responsible in providing intellectual capital, creative human force and entrepreneur to build up the nation and economy. There is direct relation of knowledge, capital and economy, and universities act as catalyst by developing responsible and effective leaders equipped with the skill of problem solving approach are creative, which helps to develop the nation in the community of world. As quoted by Lowe (2002), higher educational institutions are the main suppliers of qualified, skilled and talented human resource for social development of any nation and the universities act as greenhouses which grows healthy plants in form of effective graduates who are trained to deliver to the community. Different internal and external factors stated by Murphy (2009) that sustainable development is dependent upon the quality of education, which is again dependent on formulating curriculum according to changing industrial and economic needs.

The internal and external factors, Anwar, Ishaq & Kamaran (2011) correlate the quality of education with student intake, teaching methods, faculty development, resources, financial constraint, politicization and faculty evolution. Quality of education, as quoted by Schuring (2007), is based on equal opportunities for all, curriculum review, appraising the academic staff, involvement of students in academic matters, allocation of resources, appointment of academic staff, interaction between the institutions and professional organizations and self evaluation procedures. Schuring further indicated different problems and prospects like state support, infrastructure, governance, capital improvement and performance based funding helps to shape the educational system.
Poverty and economic development as quoted by Chen & Francesco (2003) are correlates with the quality of education which in turn depend upon faculty, interactive network, curriculum and facilities. Some individual factors identified by Blend & Bruce (2005) which influence the productivity and quality of higher education consist of skills, motivation, autonomy and commitment and work habits. Similarly Blend & Bruce quotes institutional factors as research culture, emphasis placed on research, communication, work hours, commitment towards goals, recruitment, selection, reward and support.

The mission of HEC (higher education commission), is to facilitate the higher educational institutions so that they can serve as growth engines in socio-economic development. Researched by Haar & Spell (2004), corruption, lack of accountability and good governance lead the institution towards rendering poor quality output. Hence output factor of higher education has various gaps. As quoted by Hoodboy (2005) higher education is facing numerous crisis and not a single university of Pakistan can be considered as world class and state of art university in terms of academic activities and knowledge creation and almost all universities are facing problem of inappropriate infrastructure, libraries, laboratories both science and computer, inadequate faculty and even lack of academically equipped student to study in the universities. Hoodboy further says budget provided by HEC is not appropriately used on academic and research activities which is all together a waste of national resource.

As quoted by Mohanthy (2000), South Asian countries inclusive Pakistan are confronted with critical period in history, and on this account everyone concerned with education has a responsibility to know what one is trying to do in reshaping the next generation and how it will be accomplished.
2.4.1 Major Challenges in Higher Education

Pakistan carrying the tag of developing nation is confronted with numerous challenges of quality enhancement. There are serious challenges as Rao (2003) expresses in the shape of various social, economic, political and moral changes, the future depends on the response by the participants to these challenges.

As narrated by Hayes (1987) that the problems plaguing the educational system of Pakistan and South Asian countries are multidimensional like population explosion, scarcity of qualified man power lack of resources, political instability, wastage of resources, non participation of the private sector, inconsistency in the policies of various regimes, inefficient educational management system, and poor implementation of policies and program etc.

2.4.2 Quantity

Quantitative expansion has been highly spectacular in the post independence period, despite the constraint of resources and trained human resource. Quoted by Abagi (1998) the institutions have not only multiplied but the student enrollment at university and college level have registered exceptionally high rate of growth. Iqbal (1981) says that the number of new entrants in higher education has increased by even total number of students enrolled during independence. With passage of time and due to increasing population pressure the demand for education is increased manifold. Moreover due to rapid increase in technology advancement and changing trends in education delivery the demand for education has all together changed. Therefore Armstrong (2003) observed that the demand of higher education has increased by leaps and bonds. In spite of quality control as well as consolidation, it will continue to grow constantly for a long
time to come. Due to globalization and technology advancement, the world of knowledge has become a global village.

Furthermore education is strongly influenced by social, economical and political forces also. In this context Mohanthy (2000) says, that the quantitative expansion is evident due to increasing aspirations of the people and social, economical, and political forces influencing the development of higher education. In the post independence period, the role of higher education has been very well recognized in the development of science and technology, as well as various arenas of human development. Mohanthy, further observes that due to continuous population explosion, the demand for the quantitative expansion of education at all levels remains one of the primary concerns of all governments. Hence the economies are continuously confronted with increase in demand for effective and practical education with rising number of head count to be trained.

Equity; The concept of equality of individuals being applied to distribution of property, political process and productive resources is thought of as inequities in society. This philosophy helped in the development of capabilities among individuals through equal distribution of higher education opportunities in quantitative and qualitative terms. Quoted by Bayli (1987), “the philosophy of social justice is very much akin to the principle of equity. It is a welcome development over the concept of inherent inequality which was sought to be explained by biological differences among individuals”. Every individual who is willingly ready to seek higher education must be provided the opportunity. In order to fulfill the ever growing demand of education the planners have to gear up for effective delivery.

2.4.3 Quality and Unfulfilled Expectations
Currently it is observed that Pakistani youth are particularly dissatisfied with educational system. A British Council report in (2009) documented numerous issues which were actually expressed by Pakistan’s next generation. In this report 92% believed, improvement in education has to be brought about in coming years mainly focusing on improvement in academic infrastructure and it was found women were particularly concerned about the future of children. Almost half believed they did not have the appropriate skill that is requirement of the industry and many expressed the view that opportunities of acquiring the skill, required in the market is not easily accessible. Those who were qualified struggled to find decent employment while battling corruption and discrimination. All of this was narrated as dismayed sense of injustice and hopelessness. The report further documents concerns of Pakistan’s leading industrialist and thinkers on the unsatisfactory performance of educational output. Indicators about education from the annual Executive Opinion Survey by the World Economic Forum are unsatisfactory. These surveys ask corporate executives through the world about their businesses and the social, political and economic environment in which they operate. Some of these queries focus on knowledge and working capacities of their employees in the formal and informal institutions that augment these skills. The table below summarizes the answers provided by Pakistani business leaders to these questions. It depicts that the ability of the educational system to support a competitive economy as absolutely unsatisfactory and 1 in 2 business leaders expressed this. 6 out of 10 have expressed dissatisfaction with performance of primary schools’ performance and 1 in 2 with the quality of teaching of science and numeracy. Further, these numbers have stayed roughly steady and in some cases deteriorated over the last four years of the survey, as depicted in the table.
Table 2.1  
*Responses from the World Economic Forum’s Executive Opinion Survey about the state of education in Pakistan*

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Response Rate %</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>At least moderate satisfaction %</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Great satisfaction %</th>
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<td>110</td>
<td>130</td>
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<td>96.9</td>
<td>99.1</td>
<td>94.6</td>
<td>43.1</td>
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<td>42.2</td>
<td>44.7</td>
<td>4.6</td>
<td>4.7</td>
</tr>
<tr>
<td>2. How would you assess the quality of primary schools in your country?</td>
<td></td>
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<td></td>
<td></td>
<td>99.5</td>
<td>97.7</td>
<td>97.3</td>
<td>95.4</td>
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<td>35.2</td>
<td>32.7</td>
<td>32.3</td>
<td>4.6</td>
<td>8.6</td>
<td>6.5</td>
</tr>
<tr>
<td>3. How would you assess the quality of math and science education in your country’s schools?</td>
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<td>99.5</td>
<td>97.7</td>
<td>94.5</td>
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<td>7.8</td>
<td>12.5</td>
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<td>4. How would you assess the quality of management or business school in your country?</td>
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<td>5. To what extent do companies in your country invest in training and employee development?</td>
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The above surveyed numbers suggest that, in this context Pakistan does not seem prepared for future market demand and stand nowhere in competition with rest of the world. Pakistan’s ranking in the recent released Human Capital Index by the WEF. This index attempts to rank countries in terms of their capability to maximize the long term economic potential of their workforce. This index focuses on four aspects of country’s development, education, health, workforce and employment and an enabling environment to realize economic benefits of human capital. In the overall index sadly Pakistan ranks 112 among 122 countries. The report further specifies Pakistan’s position as 111 out of 122 countries in education, where India by comparison is ranked 78 overall and 63 in education.

As reported in http://www.amanfoundation.org/amantech.php, Higher Education Commission (HEC) has initiated some changes by providing increased resources and infusing new and latest ideas into the system of higher education and this has brought about salutary effect on few public sector universities. Universities like the National University of Science and Technology (NUST) and Quaid-e-Azam University (QAU) in Islamabad have in recent years enhanced their ranking by introducing and implementing policies of latest teaching techniques and research culture. Realistically these universities are a small fraction of total universities of Pakistan, yet one feels hope that things will improve in future. HEC has also launched the Virtual University of Pakistan (VU) in 2002 as an attempt to meet the challenges of increasing market demand for higher education.

Development as we understand is not only quantity of goods and services produced but quality also. Researched by Quddus (1990) in order to attain higher
standard and need of excellence for attaining a higher stage in development quality is the integral characteristics of human being. As far as development in higher education is concerned Hassan (1990) says, “the higher education commission has been providing financial assistance for programs of faculty improvement which enable teachers to keep abreast with the latest development in their subject and conduct research studies as well as interact with experts in their own subject’s area and related fields”. Therefore it is observed that with growing market demand, policies are formulated to overcome the market pressure. Further Quddus (1990) says that such programs aim at improving the professional competence of teachers so that they can impart high quality instructions and contribute significantly to raising the standard of higher education in developing countries.

2.4.4 University- Industry Gap

There is lack of linkage between academic circles and industry in Pakistan. Quoted by Khan (2011) that students qualifying are not equipped with practical skill required for business and commerce, therefore there is lack of innovation and performance of industry is hampered by outdated curricula. The employers are not satisfied with quality of university graduates in terms of their professional, personal, social and intellectual skills. As observed by Robbins, Decenzo, Bhattacharrya & Agarwal (2008) that population and demand for higher education is increasing day by day and student perceive their degree as source of income and employment, hence situation empowering the employer so his demand and expectation for quality of education increasing. There is need to bridge gap between university output and industry demand. Quoted by Levidow (2000) that efficiency and quality of educational output can
be increased if we define education system in market term where teacher act as producer and student as a consumer.

As reported in the World Economic Forum’s (2012) in Global Competitiveness Report, that more than 3/4 of graduates have some foundational skills but no marketable skills for employment. Poor administration, lack of interaction with industry, and the outdated infrastructure of public institutions have been blamed. Such issues along with those bad evil the other levels of education, explain why Skilled Workforce indicators such as ‘poor work ethic’ and inadequate education rank as two of the top ten most problematic factors for doing business in Pakistan.

2.4.5 Politicization and Conflict

Due to politicization and lack of attention paid to resolve conflicts has created performance gap. Mukhtar (2012) observed the educational crisis has resulted in the form of indiscipline, lower educational standard, violence and lockups. Further Hoodboy (1998) identified that as compared to third world countries education system in Pakistan is seriously ill. Observed by Rahman (2012) due to involvement of political agents output of education has suffered and concerned have not been able to assure the quality. Therefore due to interference of politicians the output of education is badly suffering. Sarwat (2011) further elaborates that favoritism, association and influential background lead to organizational nepotism and employees suffer due to ill image, gossip, lobbing, tension in working environment which leads to frequent switching of jobs due to intolerable political pressure. As far as motivation of employees is concerned, yet lot has to be planned and implemented.
As Rao (2003) stated that there is lack of motivation in faculty at higher education level in Pakistan due to overcrowded classes and absence of monitoring, he further identified communication gap between faculty and Deans which hamper the competitive edge of the institution. Motivated and satisfied faculty, motivation of the students which leads to the success of the individual and economic efficiency also increases. Haider (2008) observed that financial rewards, salaries and fringe benefits are low as compared to the increased living cost to attract faculty in public sector.

As far as accountability of this sector is concerned, universities are thought of as hub of excellence in producing enlightened professionals with relevant skill and knowledge, and these institutions are accountable to people. Quoted by Subhani, Osman and Fouzia (2012) our educational system is not producing people equipped with latest research techniques who have analytical approach. Due to absence of accountability, a number of unethical activities have come into practice. Rahman (2012) writes that resources should be allocated to people fulfilling certain criteria in terms of accountability and who have the capability of disseminating these resources to maximize its output. For such practice there has to be a balance between the state and the universities. Further Kreitner & Kinicki (2006) suggests organizational complexity can be managed by establishing certain specific structure of accountability and autonomy through adopting the system of learning through monitoring, and defining parameters of responsibilities. As quoted by Hoodboy (2005) there is immediate need to take administrative and institutional measures in existing situation of financial constraints.

Educational governance in Pakistan is in a state of uncertainty, because of constitutional changes and political willingness for change. Reported in
In April 2010, legislation was passed naming it the 18th amendment to the constitution, which devolved a number of responsibilities to the provinces. Prior to the amendment, primary and secondary education was a shared responsibility of provincial and federal governments, and the federal government had powers to ratify, formulate and enforce laws related to education. The 18th amendment was initially interpreted as devolving the federal Ministry of Education (MoE) and the federal government completely devolving responsibility to the provincial governments. This ambiguous interpretation of 18th amendment lead to mounting of several legal challenges, and soon realization aroused to address the issues through proper interpretation. Hence in November 2011 Supreme Court ruled that education was an obligation of the federal government from which it cannot refrain itself. Resultantly, an existing ministry, the Ministry of Professional Education and Trainings was renamed to form the Ministry of Education and Training (MoET). Even more than two years after its creation the authority parameters, its role and responsibility yet need to be elaborated and especially its relations with provincial ministries.

Certain governance challenges have risen, at the higher education level, due to undue political interference. At the turn of the last century the higher education sector was overwhelmingly marginalized in favor of primary education. Therefore in 2002, government created a powerful Higher Education Commission (HEC) that reformed policies for improvement in higher education. HEC has recently fallen prey to political victimization through a series of defaming tactics. Firstly, the previous government radically reduced the budget as higher education was not on priority agenda of the government. Second, drastic setback was observed when HEC became party to political
conflict when it was ordered by the court to verify the degrees of sitting parliamentarians, as a substantial number of parliamentarians were holding fake degrees. As a result, there were several efforts made to disband the HEC or to put it under the control of the MoET, which would consciously revoke its status as an independent commission. Thirdly, there were public rifts about appointments at senior positions within the HEC, with the government and the courts pushing the commission in close ended road. This indifferent attitude of the government lead HEC to uncertain role, therefore numerous projects are left unfulfilled. In fact, it is not even clear if the HEC is supposed to report to MoET, or MoET is suppose to channel funding to HEC and act as bridge of the Commission’s parliamentary affairs. Hence the net result is that until the challenge of governance is resolved and the government seriously and firmly commits to higher education as a priority, any reform in this very important sector of education is unlikely to be feasible.

2.4.6 Recruitment, Retention and Method of Teaching

Recruitment and retention is another problem faced by higher education sector. Education in Pakistan as observed by Khan (2011) cannot meet international standards due lack of specialized and professional faculty having strong academic and business background to deliver effectively to the learners.

Our universities are weak in faculty development as they are not capable of meeting the higher education demand. As stated by Rahman (2012) the teaching methods and strategies used in classroom teaching, do not meet the training and application demand of the students and continuous professional development factor is not implemented effectively due to involvement of politics in faculty appointment. Haider (2008) quotes, balance between teacher student ratio need improvement, as the
enrollment of students in universities is on the rise and demand for specialized faculty is not being met as several faculty are holding masters degree and are not equipped with latest techniques. He further quotes physical and educational facilities are inadequate which is hindering the development process.

2.4.7 Corruption and Will for Changes

Quality of education is hampered by corruption, and it has deprived Pakistan from a respectable place in the community of nations. As Heineck (2003) argued that corruption occurs at all levels and it effects all stake holders including faculty, students, examination body and other employees. Educational failure occurs due to absence of accountability and proper record keeping under which an institution operate. Rahman (2012) further disclose less salary package employees get support of certain unethical way of earning.

As far as motivation of employees is concerned yet, a lot has to be planned and implemented. As Rosemary & Paul (2012) stated that there is lack of motivation in faculty at higher education level in Pakistan due to overcrowded classes and absence of monitoring, he further identified communication gap between faculty and Deans which hamper the competitive edge of the institution. Motivated and satisfied faculty motivation of the students which leads to the success of the individual and economic efficiency also increases. Haider (2008) observed that financial rewards, salaries and fringe benefits are low as compared to the increased living cost to attract faculty in public sector.

Governance is an issue confronted by the government. As quoted by World Bank (October, 2012) governance encompasses at least four related areas:
(a) “delineation of the authority and accountability for government bureaucracy and within educational institutions

(b) good functioning of regulatory and enforcement framework

(c) creation of new partnerships in the public-private-civil society sector

(d) establishment of monitoring and evaluation mechanisms for the system.”

The development of a nation depends to a large extent on standard, nature and output of higher education. At this time, the line of accountability and authority at government level is hopeless as institutions are not within their role and course of action. The World Bank (October, 2012) reports that recent constitutional changes, have thrown the entire education management system, both at federal and provincial level into the ocean of uncertainty. It is imperative to resolve this confusion at earliest, for better and effective output.

The real challenge of educational reform in Pakistan is the real implementation of policies. The problem with Pakistan’s educational system is not what needs to be done, rather it is who will do it and the targets will be achieved. As pointed out by Shantayanan Devarajan (2013) in his recent report on education reform in Pakistan. Detail survey was carried out before initiating a reform project for education agreed that the real problem was in the implementation of policies and reforms. Pakistan has a long history of plans and reforms, but failed to produce the desired output due to gaps in implementing reforms. Jishnu Das (2013) reports that implementation of education reform not just require political will but great political skill also and any policy change and its implementation at all stages is driven by complex political interactions. The undue political interference has created a notion of problems for students and activists seeking
to implement change. Suggested by Reich.,(2002) that the main challenge faced by activists who have the will for change is how to approach the powerful political setup to convince them for change, as reforms are viewed as technical matter, designing the right curriculum, agreeing on the right policies and then political will can just make things happen. Santayana Devarajan, (2013) quotes “what is technically feasible is often infeasible in practice even if top-level political leaders desire it and interventions often have side-effects and raise unforeseen opposition”. Hence it is important that reform teams are aware of the agenda of change and are sensitive to the need of these skills, in implementing reforms and value the team members who have the ability to exercise them.

2.4.8 Research Culture and Support for Research

Strategic planning for cultivating research culture as it is the backbone of progress of a nation. Quoted by Khan (2011) that there is gap between theory and practice in our education system because of lack of proper research facilities, problem in maintaining and updating data base and proper remuneration on conducting research and work burden on faculty. As researched by Lung-Sheng & Ming (2010) due to lack of research culture most of the teachers and students perceive that their seniors and head of the departments are not capable of guiding students for research, therefore leaders themselves are the barriers in promoting research culture.

Existing research facilities are underutilized. This is because as Niwaz (2010), due to lack of guidance and motivation for students, lack of research environment, not updated research background, shortage of HEC accepted supervisors, teachers attitude towards students, lack of updated curricula, incapability to use available resources, less
focus on practical knowledge and character building due to which huge gap is created between university and industry and proper system of governance is not in practice.

Universities facilitate and encourage research culture, they are agencies who generate and disseminate knowledge, and therefore Nawiz (2010) says due to unavailability of professional faculty research is not properly used. There is huge gap in monitoring and evaluation of ongoing projects, as gaps could only be than identified. The resolution to above problems quoted by Lee & Templer (2000) is developing monitoring and governance system of faculty and administration and board of studies of universities can yield new knowledge and change human life.

2.4.9 **Financial Constraints**

Allocated funds for spending on education and research do not match the developed countries. In real terms we are spending 1.8% of GDP on education. As quoted by Khan (2010) universities found the solution to increasing financial assets by increasing number of intake, with time it was observed that institutional efficiency started to decrease. He further writes that due to financial constraints, institutes are not equipped with technology, lack of proper resources in laboratories and libraries which is adversely affecting quality of teaching. It is suggested by Besana (2011) that universities can adopt strategies for revenue generation through diversification process, like entrepreneurship activities, student fee and revenue from asset management. Pakistan can overcome educational crisis by increasing its budget from 1.8% to 4% of GDP. Through finding alternates of income generation, the universities will be in better position to formulate strategies for uplift of university employees.
2.4.10 Educational Policies

Educational policies are made in order to define the future growth of particular area of planning. Massive problems confronted by Education Sector of the country are not new or unknown, and various Pakistani governments have tried with questionable resolve to respond. Pakistan in fact has a long history unsuccessful reforms and educational development plans. As early as 1959, the National Commission on Education formulated a report that outlined the problems in Pakistan’s educational system and recommended reforms. By and large, the problems identified in that report remain and have persisted through the Government of Pakistan’s educational policies of 1970, 1972, 1979, 1992 and 1998.

The problems have survived till to date, reason being lack of political will and governments have not shown seriousness to resolve these issues. In a world in which many developing countries are moving ahead in terms of economic and social development, Pakistan risks falling ever further behind if it cannot educate its young people effectively. Moreover challenges to Pakistan’s education system are multiplying; reason being that the number of young people is projected to rise significantly in the coming years.

As reported in World Economic Forum (2012) “at present Pakistan’s education system is not equipped to educate the existing and ever increasing young people, so that they are fully and functionally literate, are capable of contributing productively to the economy, are aware of their fundamental rights and capable of constructively contribute to overcome the vast development challenges confronted by the country.”
Keeping the dismal history of educational reforms in mind, the basic question is how to achieve reasonable success in implementation phase of the policies. Window of opportunity has to be created for education reforms to materialize.

Barnett (1990) says that if institutions and universities are not gearing up to resolve academic and management issues, then there is need of legislation formulation by the governing boards in line with higher education policies. Educational policies define fundamental issues such as subject matters and methods of instruction, facilities and support for research work of faculty members and students. Suggested by Mohanty (2000) that the operational managers that is the faculty members who deliver should actively participate in decisions made on matters that may directly affect the educational policies for which they are primarily responsible. This practice will promote the classroom delivery system. Further elaborated in Performance Evaluation Standards for HEIs- Higher education Commission (2016) that these matters include major changes in the size of the student body, establishment of new colleges and universities, significant alteration in the academic calendar, the provision of extension services to the community, and assumption by the institution of research or service obligations to private or public agencies.

2.4.11 Administrative Reform and Disruptive Changes

In the past two decades, South Asian countries and Pakistan have been concentrating on resolving issues and problems faced by university administration. It is observed by Ahmed & Schroeder (2003) that despite resources provided for university expansion, the best possible results have not been obtained. Social and cultural factors have direct influence on formulation and implementation of policies. As observed by
Mohantly (2000) some factors which determine reform are strong commitment and determined leadership, appropriate political environment, supportive social environment, types of reform agents and favorable bureaucratic attitude towards change. However bureaucratic resistance to reform is a phenomenon observed in third world countries. This administrative attitude discourages growth in any organization.

2.4.12 Academic Freedom and Emotional Integration

Right of the academics is recognized globally in order to enable the researchers, faculty and students to carry on their role. Gibbons (1998) studied the freedom of educational institutions and universities in making professional and academic appointments, tenure research, salary scales and other management decisions. Though Taylor & Tashakkori (1997) observed that the university autonomy and academic freedom are sometimes regarded as synonymous, but actually they are two different concepts, though they may overlap at many points. It is hard to differentiate between academic freedom and autonomy at times. Later Rao (2003) observed that these two functions are essential for the development and progress of higher education and their academic pursuits. Quddus (1990) writes that the basic function of education is to preserve, criticized, and transmit knowledge and instill creative capabilities in learner. It is understood that these functions are performed by a community of scholars. This is perceived as growth of economy and hence will reflect through personal growth.

Some of the internal and external factors exist, which affect teaching learning quality. As quoted by Sarwat (2011) internal demand of administration or colleagues, to give undue favor to their student and external influence by Government, politicians or student unions that may affect academic activities and its quality.
In order to strengthen emotional integration, education can play a role of a catalyst. It should not only aim at imparting knowledge, but develop personality of the student who can play effective role in the society. As quoted by Allen (2000) that narrow group interests could be submerged in the larger interest of the country, through inculcating spirit of nationalism, fostering the feeling of honor, broaden the vision of the learner and develop spirit of tolerance and sacrifice. Though it is difficult to quantify above traits of a learner, yet this area has been widely researched to reach consensus. Rao (2003) quotes that students, being the future citizens of the country, should be trained in democracy, its value and ideals so that they will have sense of justice which is essential for the development of national integration especially in the particular situation of developing countries which are striving to build up a structure of tolerance and democratic living.

2.4.13 Human Resource Management Practices

Core component of higher educational reforms is systemic quality assurance and improvement of higher educational institutions. The main issue of higher educational institutions is providing quality education. Quoted by Tetty (2006) one of the main problems faced by universities of developing countries is low morale and motivation of staff, which leads to loss of qualified staff. It is mainly because of unsatisfactory monetary and non-monetary conditions in workplace. Public universities in Pakistan are exclusively dependent on the government for remunerating their employees, which leads to the situation where employees are paid less as compared to their counterparts of developed nations. As a result Ndirangu (1995); Tetty (2006); Yizengaw (2008) quotes,
academics decamp to private sector or other countries in search of better perks, thus creating a gap of quality teaching in its own campuses.

As quoted by Tetty (2006) academics, who are unable to get attractive opportunities elsewhere are actively involved in income generating activities within and outside their universities to supplement their income. This practice discourages research activity or preparation and interaction with students, therefore most of the time they are involved in routine duties of teaching, proof reading exams and invigilation. Quoted by Kigotho (2000) in a World Bank study on public university financing found that more than 40% of senior academic staff is found working in non-governmental organizations, private universities and private companies.

Effective human resource management practices encourages hiring of appropriate professionals. Ones individuals are hired they need to be trained to understand company’s framework. As narrated by Budhwar & Khatri (2001), that increasing pressures and interconnectedness of global market, researchers are now studying how well HRM practices can be transposed across different countries and which practices need to be modified to fulfill their respective purposes.

It has been researched in several studies Debrah (2007) and recommended that the effectiveness of human resource management practices is dependent on how well these practices fit with the culture in which they are implemented. Behavior of employees in their workplace, reflect the HRM practices in the organization. Some of HRM practices are training, selection, performance appraisal, job definition and career planning, compensation and employee participation. Brown and Heywood (2005) state “that performance appraisal represents, in part, a formalized process of worker monitoring
and is intended to be a management tool to improve the performance and productivity of workers.”

It has been observed by Brown and Benson (2003) with proper and effective performance appraisal methods, employees’ commitment and productivity increases. Hence it is observed that human resource management practices are directly linked with business outcomes. Effective and committed people will give better output, raising the overall standard of the organization in which they are working. Chang and Chen (2002); Ahmad and Schroeder (2003); Kuo (2009), researched and found that HRM practices are associated with positive operational environment, like employee’s productivity and firm’s flexibility with quality performance outcomes, where the operational performance includes cost, quality, delivery, flexibility and organizational commitment. As examined by Frye (2004) relationship between firm performance and equity based compensation and found positive relation between the two. He argues that compensation plays a crucial role in attracting and retaining high skilled employees, in labor intensive firms. Frye further says, since universities are labor intensive organizations, remuneration and compensation practices of universities can be of great help in hiring and retaining highly skilled and competent faculty. Incentives pay plans positively and substantially affect performance of workers if combined with innovative work practices like flexible job design, employee participation in problem solving teams, training to provide workers with multiple skills, extensive screening and communication and employment security.

As far as autonomy is concerned Summers & Hyman (2005) says that increasing participation and involvement of employees in decision making process, the firm benefits with increase in productivity of employees with the behavior of increased commitment.
They observed financial participation schemes were more beneficial for the institutions than associated costs. Datta, Guthrie & Wright (2003) found implementation of best HR practices depicts stronger association with firms and increased productivity in high growth industry.

One of the essential HRM practices as defined by Qureshi (2006) is job definition, which is combination of job specification and job description. They further elaborate that job definition clearly outlines responsibilities, duties, working conditions and expected skills requirements of an individual performing that job.

Observed by Schuler, Dowling and De Cieri (1993) that up till early 70’s organizations operated in relatively stable environment as product differentiation was minimal and domestic markets were not complex. The late 70’s till to date has been characterized by rapidly changing global economy with cut-throat competition, advancement in technology and emerging economies. Therefore Anakwe (2002), suggests that as organizations continue to face challenging situations and their survival will depend on how efficiently and effectively they manage their human resources and implement their human resource practices.

Lately importance of HRM practices on organizational outcomes such as enhanced performance and organizational commitment has been an important topic for researchers. As quoted by Iverson and Buttigieg (1999), Meyer and Smith (2000); Gould-Williams (2004) that benefits to organizations of a committed and loyal workforce and the effective role of HRM practices play center role in creating and maintaining commitment. Hence it is observed, unless employees feel they are treated fairly, they will not be committed to the organization.
According to Agarwala (2003); Malhotra (2007) although various researches have been conducted how commitment to ones organization can be enhanced and what practices should be followed, but limited studies have been carried out on potential HRM practices and their impact on multidimensional organizational commitment. Further researched and observed by Steijn and Leisink (2006) that most studies have carried out selected variables from job satisfaction as predictors of organizational commitment which depict demographic characteristics, organizational characteristics, task identity, role stressor and work experiences while variables more directly and closely related to HRM practices have been neglected. This is despite evidence researched by Meyer and Smith (2000) which says that organizational commitment is relatively strongly influenced by employees opinion of HRM practices such as fairness in promotion practices and policies laid down for accuracy of merit system than by task, role or supervisory behavior variables. Hence Gould- William (2004) supports the "common sense belief that improving the way people are managed inevitably leads to enhanced firm performance".

Discussing HRM practices and its influence on employee commitment have already been researched by Walton (1985) who presents two models of HRM namely, ‘control’ and ‘commitment’ also redefined as ‘cost reducers’ and ‘commitment maximisers’ or ‘soft’ and ‘hard’ HRM. Further researched by McGee and Ford (1987) and found that main distinctions in the soft-hard models of HRM are the importance placed on the ‘human’ or the ‘resource’. As quoted by Armstrong (2003) that the ‘hard’ approach to HRM practices emphasizes the "quantitative, calculative and business-strategic aspects of managing the headcount resource in as ‘rational’ a way as for any other economic factor".
Actually ‘hard’ HRM practices adopts a business oriented philosophy which elaborates and focuses on the ways to manage people in such a way that maximum added value is derived from them to achieve the competitive advantage for the organization in the global market. As quoted by Legge (1995) that it puts emphasis on the term ‘resource’ implying that people are viewed like any other factor of production to be used rationally and deployed in a calculative and instrumental way for economic gain and growth. The ultimate goal of hard or control human resource management seems to reduce labor cost and increase output ultimately.

Webster and Wood (2005) quotes that efficiency can be improved by enforcing compliance with laid down specific rules and procedures, where measurable output criteria is elaborated in procedures for employee rewards, and reaping advantage over competitors through cost cutting measures such as reduction in security of tenure, downsizing, reduced investment in training and greater use of sub contracted labor. Here the problem that is faced in the long run is in the form of reduced organizational output. Guthrie (2001) emphasizes narrow well defined jobs, little training, centralized decision making where workers are seen as commodity and are thought to be replaceable, other than dealing with them like valuable resource.

On the other side, commitment or soft HRM practices dictates importance on ‘human’. Quoted by Guthrie (2001); Webster and Wood (2005) that HRM policies shape up desired employee behavior and attitude by psychologically linking employee goals with organizational outcome. The ‘soft’ model as quoted by Guest (1997) focus on treating employees as “valued assets and a source of competitive advantage through their commitment, adaptability and high quality skill and performance”.
‘Soft’ HRM practices aims at Wood (1994) that by inculcating feeling of commitment so that employees’ behavior is primarily self-regulated rather than controlled by sanctions and pressures external to the individual and relations with the high ups and within organization are based on enhanced levels of trust. Through participation and trust while working in an organization Legge (1995) says, employees are thought of as proactive rather than passive inputs in production process, who are capable of development and worthy of trust and collaboration.

In a study of organizations by Kamoche (2000) presented similar perceptions of HRM and referred to as ‘traditional’ and ‘progressive’ HRM. The objectives of traditional HRM, which is similar to ‘hard’ HRM policies, which spells tight controls, cost minimization especially in wage cost, autocratic leadership, opposition to unions. The result of above policies, lead to discoursing investments on human resource, which in turn create atmosphere of low level of commitment. Kamoche linked this theory with McGregor’s ‘Theory X’ where supervisors believe that employees are not efficiently working, their commitment level is low, they are likely to form unions ‘to cause trouble’ therefore management need to monitor activities closely in order to avoid any eventuality. Vice versa, progressive HRM also known as ‘soft’ HRM value their employee, invest in their training and development, which in return leads to increased organizational commitment, employees’ participation in decision increases, employees are satisfied and have will to continue.

However, researches depict that it is not possible to have absolute ‘soft’ or ‘hard’ HRM policies. Example of integrated policies is set by Truss (1997), who has been criticized for reflecting on both approaches in constructing his ‘theory’ of HRM, which is
referred to four HRM policy goals, including ‘strategic integration’ where required and is associated with interpretation of the ‘hard’ model and ‘commitment’ which is referred with his view of the ‘soft’ model. Truss and contemporaries further quotes, that as long as employees are committed to the organization, they are trusted, provided with appropriate training and allowed to work autonomously; they will work best to attain organizational effectiveness hence organizational output increase. However, Truss (1997) reported that it has not been proven yet that organizational output increases with committed workers. Certain aspects of commitment are yet hidden and hard to define also.

Following up Unni (1996), argues that it is not mandatory that organizational commitment may lead to benefit employee or the organization. Instead it may create stress for the individual and he may start to neglect other areas of life. For the organization, it may result in lower flexibility, reduced diversity and creativity and resistance to change.

Hendry (1995) has dismissed ‘hard’ HRM practices and researchers have quoted as ‘inhuman’, while others have claimed that it is the only route to business success. Further down, researchers Truss (1997) found that no single organization adopted either a pure hard or soft approach to HRM. The study revealed that though quite a number of organizations practice the doctrine of the ‘soft’ version like training, development and commitment, the underlined principle is restricted to the improvement of the bottom-line performance. Acknowledging the gap between reality and practice in relation to soft-hard HRM perspectives, Kochan (cited by Guest, 1997) argues in favor of autocratic style of management, where there is aggressive resistance to labor unions and harsh personnel
policies are practiced instead of participative management styles and sophisticated human resource management policies.

In the Pakistan context, need of adoption of ‘hard’ HR practices are related to poor economic performance by the governments where unfavorable climate is characterized by high costs of production, shrinking product markets due to product differentiation and international competition occasioned by government liberalization policies and ineffective governance and high level government corruption. Severe energy crisis is another reason for high cost of production.

2.5 IMPLICATIONS OF MOONLIGHTING FOR ACADEMICIANS AND ORGANIZATIONS

The global environment and the economy are changing very rapidly. Human resource management practices are also taking its shape and forming different dimensions. In this period of economic growth, employees are far more concerned and conscious about how they will not only excel professionally but also economically. This has given rise to addition of extra work with extra pay with some other employer along with their primary job.

Moonlighting has various effects on the work life of an employee, but it also affects the compliance policy of the employers. As human resource management field is developing very fast and human activity is realizing its importance in the smooth functioning of the organization. Due to rapid technology advancement, innovative techniques are developing day by day so as to give employees a suitable culture to work in a more motivated way. There is cut throat competition in the global market and for the
survival of the fittest; employees are confronted with the changing work ethics and work culture and ways to adopt new human resource practices in various organizations.

2.5.1 Work Overload

Work related factors are found to be directly linked to job satisfaction and organizational commitment. Narrated by Lambert (2003); Ngo (2005), that role stressors like role conflict, role ambiguity and work overload is found to negatively affect organizational commitment and job satisfaction. Finally, role overload as Peterson, Smith & Akande (1995) describes when an individual start to think that cumulative demands exceed his abilities to accomplish the task effectively and within given timeframe. Clarity of work position is found to play pivotal role in defining job satisfaction. Similarly when job description is well defined and clear, it facilitates the effectiveness of output.

Where there is lack of clarity in work role, the individual seem to be disgruntled and unsatisfied with his employer. As quoted by Rizzo (1970) that, incompatibility between role expectations and demands that may have negative influence on employee’s performance refers to as role conflict. Hence observed when communication channels are not timely and clear, it leads to ineffective work environment. Here Rizzo (1970) refers to role ambiguity as when employees in the organization are not timely and well informed about their duties and role in their work place. Work ambiguity is inversely related to job satisfaction.

When communication is not timely and is ambiguous, it will lead to waste of resources and ultimately organization will confront with unfinished goals. In this case, Selmer and Fenner (2009) found that the employee will find it difficult to finish the task
within an allotted period of time. In various studies Rizzo (1970); Peterson (1995); Camilleri (2002); Maxwell and Steele (2003); Bettencourt and Brown (2003); Dixon (2005); Ngo (2005) found role stressors to be negative predictors of job satisfaction and organizational commitment. Employees who reported greater levels of role stress as researched by Mathieu and Zajac (1990) also reported lower levels of organizational commitment, therefore it is found that different role states are negatively correlated.

When employees work under stress they will not perform efficiently. Consequently, Lambert and Paoline (2008) found that employees who experience greater level of role stress may blame the organization and management for creating the stress and hence forth are less likely to have strong bond with the organization.

In a study carried out by Houston, Meyer and Paewai (2006) of 1700 academics from a New Zealand university, observed that a high number of (89% to 94%) respondent faculty answered that they often worked after regular teaching hours. Moreover, 39% respondents said that they work more than ten hours beyond their full-time allocated hours. Hence quality research suffered as academic staff had difficulty in establishing clear time commitments. Therefore Houston (2006) observes that until workload is managed well, and enough time is provided for teaching and service as well as scholarship and research, factors which are highly valued by academics, their satisfaction with teaching as a career choice and their lifestyle will be affected.

In a survey study, Comm and Mathaisel (2003) of academic faculty compensation and workload of 182 members from a US university, found that 72% of the respondents replied that their workload was too high. Consequently it was found that 55% of the
teaching staff took on additional teaching hours beyond their normal required workload for income reasons. As a remedy it was suggested by Comm and Mathaisel that universities could provide facilities like office, research assistant, technology and its training which will divide responsibilities. This will further increase the teaching and research standard which will indirectly encourage publishing. On the other hand in order to increase research productivity, university management may consider reducing teaching workload and rewarding faculty who publish journal articles. This decision by policy makers will facilitate environment of research and encourage faculty to give more time to research.

In past researches, Al-Omari (2008) found that role conflict had negative effect on academics who intend to stay on, through organizational commitment and job satisfaction. It depicts that role conflict has negative effect and diminishes organizational commitment and job satisfaction. By clarifying institutional priorities and expectations for faculty work Al-Omari and colleagues says universities can alleviate role conflict. Hence department chairs and deans can play a positive role thereby reducing potential for role conflict by bringing clarity in goals of academic units and explain how goals relate to individual faculty members’ activities.

Thus above discussion concludes that employees will have higher levels of organizational commitment and job satisfaction, which are provided with the environment to perform meaningful enriched jobs which are characterized by task variety, challenge, regular feedback, autonomy, and provide them with opportunity to satisfy their self esteem. Workers who work under stressful work conditions are likely to
be dissatisfied with their organizations and hence perform at lower level of organizational commitment.

2.5.2 Diversity

Employees may be learning new skills that can benefit their organization. Quoted in http://www.flashpointhr.com/com/images/employee-moonlighting.pdf employees can improve their job skills on someone else’s dime. Sometimes allowing employees to moonlight can help improve retention. Hence observed most of the time moonlighting can help compensate employees in difficult economic conditions. It is however more important to think about the extent to which the two employments complement or conflict with one another and this is because there are usually two potential outcomes. Quoted by Lacko (2000) that the first possible outcome is ‘role enrichment’, which means when the work an employee performs in one job ultimately benefits the other. Moonlighting therefore gives an employee a chance to develop skills that he or she can later apply in the main job. Lacko, further says, that the second potential outcome, ‘role depletion’, is less positive. It occurs when resources and energy invested by an employee into one job means that the other job suffers. An employee may be earning more cash, but it may happen at the expense of one or both employers. One may consider the example an employee who squeezes in two full time jobs, its whole lot of work which may turn out to be unsustainable at times. As a result moonlighter may find himself squeezed with spending quality time with family or own recreation.

The question rises why should organizations care about diversity? Diversity affect not only the businesses’ people and operations internally but their customers and other
stake holders also. Diversity is especially crucial in today’s global market, as organizations interact with different cultures and clients.

Retrieved through saharconsulting.wordpress.com/2010/03/26/6-advantages-of-workplace-diversity. It says that diversity payoffs touch every area of the business by potentially resulting in increased productivity, increased creativity, new language skills, new attitudes, new processes, global understanding and new solutions to difficult situations.

2.5.3 Advantages of Diversity at Workplace

Increased creativity and problem solving: When people with diverse minds and diverse experience come together many more solutions will arise as every individual bring in their way of thinking, operating and solving problems and decision making

Increased productivity: When people of diverse talents together work towards a common goal using different sets of skills that enhances their loyalty and increase their retention and productivity

Attract and retain talent that adds competitive edge to any organization. Feeling of inclusion and appreciation increase loyalty and feeling of belonging. As a result of enhanced skill the organization moves forward to compete in the market. Diversity helps to build synergy in teams and enhances communication and delivery skills that bring in new attitudes and methods that profit the whole team

Applying the proper diversity & inclusion management strategies save resources wastage. It increases market share and create diverse and satisfied customer base by relating to people from different backgrounds.
The advantages of diversity are embracing affects, the base line revenues of any organization can be source of making or breaking of any business. Ignoring the existence or effects of diversity in the competitive global market will only keep organizations back loosing on all the productivity and most important profitability of any business and its core of existence.

Some of the most important administrative facts affecting faculty members are promotion, salary and workload. What academics actually do, how their activities are perceived and how these efforts are rewarded with tenure; promotion and salary increases are issues as central as can exist in the academic world. Academics spend countless hours working at home or in the library preparing lectures and discussion materials, devote great amount of energy and time to research and scholarship, student advising, work long hours on administrative business and other types of academic services.

As Jacques and Poisson (2011), observe and review wide range of academic activities and point three general areas; teaching, research and service.

2.5.4 Teaching

When one considers faculty activities first thing that comes to mind is classroom teaching. Teaching and its methodology is growing harder as the knowledge base has expanded more rapidly and in all directions than any time in the past. But teaching consists of far more than what takes place during the few hours a week that academics and students actually spend in their classroom. Other tasks such as preparation, class design grading and meeting with students make teaching a complex process. Supervising and guiding students for their theses and dissertations requires particular patience, devotion skill and time.
2.5.5 Research

Academics that read to keep apprised of recent developments in their fields of specializations but do not add to the existing knowledge in ways that are useful to others are doing research but are merely maintaining their professional competence. Quoted by Bowen and Schuster (1981) that research is not a process but a product, which is why publication is crucial. Hence these products of original research, articles and published books become teaching tools and extend institutional mission beyond the campus. Together the research scientist, the scholars and the creative artists form an intellectual community of highest magnitude and distinguish these universities from other universities.

2.5.6 Services

Service activities are known as institutional and professional. Professional service refers to work done in support of one’s academic discipline and involves such activities as serving on committees and boards of professional organizations, organizing or chairing sessions at national or international meetings, editing or reading manuscripts for professional journals and many more similar responsibilities. Institutional service may be administrative duties, committee work and or student advising.

Many important academic activities are pursued outside the normal eight to five working hours and away from the university. In academia, as Bowen and Schuster (1981) state, “the distinction between work and leisure is inevitably fuzzy”.

Faculty members at universities should demand that the institutional mission, academics activities and the reward system conform to one another and substantively rewarded. Researched by Yucker (1984) comments on faculty workload and recognizes
the need to relate total faculty effort, rather than simply classroom teaching and institutional mission to policies and workload practices. It must be considered, time not spent teaching to be a measure of faculty and institutional quality. Yucker’s data show that faculty members who work less overall tend to devote a higher percentage of their time to teaching, while those who work more overall spend a smaller percentage of their time in teaching. Work load negotiations should involve an accord between what the professor wants and can do and what department needs done. To conclude, the articulation and determination of faculty workloads should be an integral part of organizational planning, personnel decisions, faculty evaluation and salary deliberations.

Quoted by Kim & German (2003) that overwork results in higher levels of stress and sometimes it’s not just about stress but conflict of interest may be another issue that arises and it occurs when a moonlighter’s second employer happens to be a competitor. This may create possibility of conflict of interest. This is one of the reason some companies have strict policy forbidding employees from moonlighting. Sometimes a carefully written policy may protect the organization without intruding too far into employees’ personal lives.

Persistent and continuous moonlighting suggests a limited rate of conversion of secondary jobs into primary ones. Rosemary and Paul (2012) says that although the secondary job might provide a higher wage rate, people might be reluctant to transform it into primary occupation, because of the risk attached to it. Only if the employee becomes sufficiently confident about their secondary job, will he transform it into his main occupation. Moreover it is observed that wage arrears and fringe benefits associated with his main job may deter him from leaving it.
CHAPTER 3

PROCEDURE OF THE STUDY AND RESEARCH METHODOLOGY

SUMMARY

This chapter contains discussion of research methodology of the study and it gives detailed information of the procedure of sample selection, elaborates the steps involved in developing the tool for data collection and provides explanation of the statistical procedures used to analyze the data. Hypotheses, research questions, population of the study, instrumentation, details of pilot study, reliability coefficient of study variables and theoretical framework are also part of this chapter. The data was analyzed applying SPSS and means. Pearson Product correlation and z-test were calculated.

3.1 VARIABLES UNDER STUDY

It has been observed that academicians at university level have started to moonlight. Based on the literature, the current study explored the following dimensions of moonlighting. The reasons of moonlighting included Additional Income, Blocked Promotion, Job Autonomy and Skill Diversity is supported by Aspiration theory of Jamal & Crawford (1986).

Part time work arrangements have registered increasing trend of moonlighting with the passage of time. With rapid changes in economic conditions of the country that is due to devaluation of money and persisting increase in the cost of goods and services
academicians at university level have started to moonlight. The Feldman’s Part Time Work Arrangement (1990) had a strong economic approach, which helped in explaining the relationship among additional income, blocked promotion, moonlighting and reduced organizational commitment and job satisfaction.


Financial stress or effort in seeking additional income was conceptualized as “the subjective perception of one’s personal finances” Kim & German (2003). The scale elaborated facts related to satisfaction with present financial situation, income requirements, debt, savings and investment.

Blocked promotion was conceptualized in terms of changes in work life, characterized by delayed promotional opportunities and its effect on recent income loss.

Job autonomy was conceptualized as the extent to which the job provides autonomy, freedom and independence to the individual in scheduling the work routine and in developing layout procedures to be used in executing the work Hackman & Oldham (1976). Skill diversity was addressed as the limit to which wide range of capabilities and talent was used at workplace by Hackman & Oldham.

Job satisfaction reflected the feeling of pleasure of being a member of an organization as a result of positive appraisal. Researchers Lambert (2003); Lambert & Hogan (2009) researched and found that job satisfaction was influenced by a combination of personal and job characteristics such as age, gender, autonomy, tenure, relationship
with co-workers and supervisors, teamwork, satisfaction with pay, job variety and training among others.

One need to explore reasons whether choice of seeking second job is purely economic or there are other reasons for moonlighting. This research has explored different shades of moonlighting.

The variable organizational commitment was conceptualized in terms of three types of organizational commitment Allen & Meyer (1990). Affective commitment weighed an employee’s emotional attachment and its identification with the organization. Normative commitment measured pressure on an employee to remain with the organization resulting from emotional attachment and socialization. Continuance commitment was measured with the costs that employees associate with leaving the organization.

3.2 RESEARCH DESIGN

In order to have analytical insight of moonlighting on organizational commitment and job satisfaction of university teachers, the descriptive method was adopted for this purpose. As narrated by Gay (2000) descriptive study is the type of research that explores and describes the data or characteristics needed for the research in a rationale manner. A questionnaire was used to collect data for the study.

Descriptive methodology was used for conducting this research. As quoted by Gay (2000), the choice of research design was guided by the purpose of study, the extent of researcher’s involvement, the format and type of investigation, the time period over which data is to be collected, the stage of knowledge in the field and the type of analysis.
to be carried out that is whether qualitative or quantitative. Moreover it was survey study in nature. As described by Gay where one or more variables were involved survey method was a convenient attempt to collect data from members of the population in order to determine the status of the population.

The above research design was helpful in providing qualitative and numeric explanation of the data in terms of trends, opinions and attitudes of the selected population by analyzing the sample of the main population. From the sample’s analysis the researcher generalized and made the claims reflecting on the results obtained from the population.

3.3 POPULATION OF THE STUDY

There were twenty-five public sector universities in Punjab source; (maps.onepakistan.com.pk/punjab.php) and 13 universities in Islamabad (www.hec.org.pk/list_of_universities_in_pak, retrieved on October 08, 2012 at 8 pm). The population comprised as follows:

(i) All (719) professors from public sector universities of Punjab and Islamabad.

(ii) All (523) associate professors from public sector universities of Punjab and Islamabad.

(iii) All (1627) assistant professors from public sector universities of Punjab and Islamabad.

(iv) All (2275) lectures from public sector universities of Punjab and Islamabad.
3.4 SAMPLE OF THE STUDY

Gould-Williams & Davies (2005) outlined the procedure for drawing a sample. It consisted of defining the population, identifying the sampling frame, selecting a sampling procedure, determining the sample size, selecting the sample units and collecting data from the sampled units.

At second stage stratified random sampling procedure was adopted. Universities which became the population consisted of Professors, Associate Professors, Assistant Professors and Lecturers of all public universities of Federal Capital and Punjab.

Narrated by Gay (2000) that in random sampling, collection of data is made in such a way that every member of the population had equal chance of selection for the sample. Further Robbins, Decenzo Battacharrya & Agarwal (2008) quoted that the method of selection of stratified random sample was an effective and efficient way of getting closer to the means of the population. Creswell (2011) clarified stratification procedure and said it was used when a simple random sampling procedure would yield fewer participants in a specific category that may be needed for rigorous statistical analysis.

The following University teachers were selected by stratified sampling from different specializations:

(i) 20 percent (143 out of 719) Professors of public sector universities of Punjab and Islamabad.

(ii) 20 percent (104 out of 523) Associate Professors from public sector universities of Punjab and Islamabad.

(iii) 20 percent (325 out of 1627) Assistant Professors from public sector universities of Punjab and Islamabad.
20 percent (455 out of 2275) Lecturers from public sector universities of Punjab and Islamabad. Hence total sample comprised of one thousand and twenty-seven (1027) academic staff of universities under study.

First of all the employment data of permanent academic staff was retrieved from respective university website. Eleven universities from Federal and seven universities from Punjab were selected and administered the questionnaires. Fifty questionnaires were distributed in each university to all the four cadres of academic staff. Questionnaires were administered in following universities;

International Islamic University, COMSATS Institute of Information and Technology, Fatima Jinnah Women University, National University of Sciences and Technology (NUST), Quaid e Azam University, Institute of Space Technology, Air University, Allama Iqbal Open University, Federal Urdu University, Virtual University of Pakistan, Arid Agricultural University, Punjab University Lahore, Gujrat University, Bahauddin Zikria University Multan, Faisalabad University, Sarghoda University, University of Education Lahore and Lahore College for Women University.

3.5 INSTRUMENTATION

A structured questionnaire was adapted after going through review of literature; studied the practices and consulted the experts of the field. Finally after pilot study the questionnaire was checked for reliability for the study.

According to Zikmund (1997) research tools like questionnaire and sample surveys were simple and important instrument for collecting data and information, for analyzing
them from selected individuals. They were widely accepted as a key tool for conducting and applying basic social science research. In descriptive study where qualitative research method was conducted, above tool of research was applied effectively.

Questionnaire on five point Likert scale was developed after comprehensive review of literature. As observed by Lee & Templer (2000) that using questionnaire as research tool had unique benefits as compared to other tools of data collection like interview and observations etc. One of the main advantages of using questionnaire for research was that it ensured confidentiality of the data. Moreover its use was economical and analysis of data easy.

Five point Likert scale was used. According to Cooper-Hakim & Viswesvaran (2007), Likert scale was basically a psychometric scale and was commonly used for research in Social Sciences. Here the respondents specify their level of agreement or disagreement on a symmetric agree disagree scale for a series of statements while responding to a particular Likert questionnaire item. Intensity of the feelings of respondents could be easily captured and interpreted in the range of Likert scale. However, the result of analysis of multiple items revealed a pattern that had scaled properties. Statistical data analysis techniques were used to test the relationships between variables.

The questionnaire was developed with the help of related literature. The purpose using of the questionnaire was to obtain systemically and objectively a sample opinion about impact of moonlighting on organizational commitment and job satisfaction of teaching staff, and impact of moonlighting on the organizations and professional and personnel lives of the university teachers. Questionnaire was adapted from different sources. Items of moonlighting were adapted from Lambert & Hogan (2009), items of job satisfaction
were adapted from Kreitner & Kinicki (2006), for organizational commitment Allen & Meyer’s (2006) multidimensional organizational commitment model was used and modified to Pakistani context. Items for finding implications for academicians and organizations were constructed according to the variables identified.

Population of this study comprised public sector universities of Punjab and Islamabad, therefore questionnaire was useful in obtaining data from a large size of population. Respondents were approached directly and indirectly. Every respondent was asked the identical questions, and consequently data was easily complied and analyzed.

The questionnaire consisted of two sections, namely;

Section one: asked respondents to provide personal information.

Section two: this section consisted of five portions; related to components of job satisfaction, types of organizational commitment, implications of moonlighting for academicians and implications of moonlighting for organizations.

To ensure face and content validity, the questionnaire was discussed with organizational experts and thereafter pilot tested on fifty faculty members of university teachers. The comments from these two approaches were used to modify the questionnaire before the actual data collection. The reliability of the items were examined using Cronbach alpha.

This chapter explored following aspects of research also

i. Explain the methodology of the research study

ii. Elaborate and explain the selection of sample

iii. Discuss the procedure involved in developing the research instrument and gathering of data for the study
iv. Give a brief explanation of the statistical procedures used to analyze the data.

3.6 PILOT STUDY

Following the development of questionnaire, a pilot study was carried out to ensure that the items in the questionnaire were stated clearly, had the same meaning to all the respondents and also gave researcher an idea of approximately how long it would take to complete the questionnaire. The purpose of the pilot study was achieved through the process of psychometric method, through this technique; the cleansing of items, eliminating the vague, unrelated and overlapping items were refined or dropped from the questionnaire which made the statements understandable and clear. The length of the items were curtailed as to gain insight to the appropriateness of items of the questionnaire.

After pilot study, the questionnaire was validated through the expert opinions. For this purpose a group of experts were consulted from different cadres of academic staff of different universities to validate the items of the questionnaire. The questionnaires was pilot tested on fifty university teachers. These questionnaires were not included in the main study to avoid contamination of the respondents Gay (2000).

The second draft of the questionnaire was consulted with experts and discussed thoroughly with supervisor and finally the refined questionnaire was administered for research to the sample. The reliability Alpha Cronbach technique was used for reliability and validation of the questionnaire items.
Table: 3.6.1  *Reliability of study variables of instrument*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moonlighting</td>
<td>0.747</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>0.920</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>0.779</td>
</tr>
<tr>
<td>Implication for Academicians</td>
<td>0.679</td>
</tr>
<tr>
<td>Implication for Organizations</td>
<td>0.707</td>
</tr>
</tbody>
</table>

The Cronbach’s alpha coefficient ranges between 0 and 1 (De Vaus, 2002). Higher alpha coefficient values meant that scales were more reliable. As a rule of thumb, acceptable alpha should be at least 0.70 or above Mathieu & Zajac (1990); Haar & Spell (2004). However, the value of cronbach alpha may vary for different studies, for instance, in exploratory research a Cronbach alpha value of 0.60 is acceptable to Mattias Kreysing (2002); Haar & Spell (2004).

The research tool questionnaire was developed on five point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree).

The section consisting of items for organizational commitment were adapted from Allen and Meyer (1990), the section measured the three dimensions of commitment. The reliability coefficient of items were calculated and found reasonably high that is (alpha= 0.779). Similarly job satisfaction was measured with items developed by Kreitner & Kinicki (2006). The reliability coefficient for job satisfaction was found to be (alpha= 0.920).

The items developed to measure antecedents of moonlighting their reliability coefficient was (alpha= 0.747). In order to measure implications of moonlighting for academicians the items measured reliability coefficient was (alpha= 0.679). The last part
consisted of implications for organizations and the value of Cronbach’s alpha obtained was (alpha= 0.707).

Pennington & Riley (1991), advocated that the process of surveys through questionnaire to be highly effective and efficient as making information available in comparatively less time duration and remained low cost for conducting the study. Due to above mentioned reason, the researcher went for descriptive method of research study and designed a questionnaire survey tool to analyze the current practices of moonlighting. The research pinpointed the reasons behind professionals who opt for searching second job in addition to first permanent job. Their level of job satisfaction and organizational commitment was measured through this research. Work overload that doing two jobs may have some effect on the organizations and the employee’s personnel life, this aspect was also researched.

3.7 DATA COLLECTION

The preferred method of data collection in this study was self-administered questionnaires. The most suitable method for study was self-report measures using self-administered questionnaires, which were revealed through review of literature. Researched by Zikmund (1997); Guthrie (2001), that selection of questionnaire method was made because it was a relatively unobtrusive and inexpensive method of data collection. It was reasoned out by Gay (2000) that this choice of population study was that it was large and geographically scattered and was not possible in terms of cost and time to have face to face encounters. The main advantage of using questionnaire was, they contained standardized items which were administered to a large number of
respondents in different parts of Punjab and Federal Capital. Pearson, Carroll & Bruce (1994) said that one did not encounter the difficulties arising from interviewer/interviewee interaction, when questionnaire method for data collection was adapted. Respondents are assured of anonymity and confidentiality and they were able to complete the responses in their convenient time and place. As quoted by Dixon (2005) that data collected using questionnaires were most appropriate for analysis using statistical packages. The geographical location of this research study was public universities of Punjab and Federal Capital. This choice as study location had been motivated by the challenges that public universities were facing over the period as a result of rapid expansion amid reduced government budgetary allocation.

3.8 ANALYSIS AND INTREPRETATION OF DATA

This study used a cross-sectional research design since the data was collected at one point in time. Quantitative research methods were adopted through the use of self-administered questionnaires for data collection.

After the extensive activity of data collection the process of data entry was carried out. For this purpose the data analysis started with examining the questionnaire for correctness and completeness, coding and entering data into a database in spreadsheet. The tool of data analysis were standard deviation, Pearson Product correlation and z-test to study relationship of moonlighting on organizational commitment, job satisfaction and its relationship for academicians and organizations.
3.9 **NULL HYPOTHESES**

1. **Ho1**: There is no significant relationship between moonlighting and job satisfaction.
2. **Ho1(a)**: There is no significant relationship between moonlighting and rate of pay.
3. **Ho1(b)**: There is no significant relationship between moonlighting and promotion.
4. **Ho1(c)**: There is no significant relationship between moonlighting and personal objectives.
5. **Ho1(d)**: There is no significant relationship between moonlighting and job autonomy.
6. **Ho1(e)**: There is no significant relationship between moonlighting and workload.
7. **Ho1(f)**: There is no significant relationship between moonlighting and management tools.
8. **Ho2**: There is no significant relationship between moonlighting and organizational commitment.
9. **Ho2(a)**: There is no significant relationship between moonlighting and affective commitment.
10. **Ho2(b)**: There is no significant relationship between moonlighting and normative commitment.
11. **Ho2(c)**: There is no significant relationship between moonlighting and continuance commitment.
12. **Ho3**: There are no implications of moonlighting for academicians.
13. **Ho3(a)**: There are no implications of moonlighting for availability of second job.
14. **Ho3(b)**: There are no implications of moonlighting for improving instructions.
15. Ho3(c): There are no implications of moonlighting for increase in income.
16. Ho3(d): There are no implications of moonlighting for spending quality time.
17. Ho3(d): There are no implications of moonlighting for professional development.
18. Ho4: There are no implications of moonlighting for organizations.
19. Ho4(a): There are no implications of moonlighting for diversity in instructions.
20. Ho4(b): There are no implications of moonlighting for work overload.
21. Ho4(c): There are no implications of moonlighting for missing on first job.
22. Ho5: There is no significance of difference between the mean scores of moonlighters and non-moonlighters in respect of job satisfaction, organizational commitment, implications for academicians and implications for organization.

Hypothesis 1 to 21 were tested for Professors, Associate Professors, Assistant Professors and Lecturers separately. While hypothesis 22 was tested for moonlighters and non-moonlighters. For stratified design of study, each strata was tested for a single hypothesis. Reference: nccs.wpengine.netdna-cdn.com
3.10 RESEARCH PLAN OF THE STUDY

Research Plan

Phase - I
Review of Literature
- Books, Articles, Research Studies & Websites etc

Phase - II
Development of Instrument
- Reliability of the Tool
- Pilot Study
- Analysis of Data (Pilot Study)
- Finalization of the Scale

Phase - III
Data Collection
- Data Analysis & Findings
- Conclusions & Discussion
- Recommendations

Figure 3.1
Research Plan

The whole research plan was divided into three phases. The first phase covered the review of literature. For this extensive study of related material in the form of books, articles, research studies and different websites were searched to clarify all the aspects of the topic. This activity enhanced the understanding of the topic. Moreover variables under study were extensively searched and relevant material was critically reviewed.

In the second phase all out efforts were put in for construction of tool for research. Since descriptive method was adopted, questionnaire was used as research instrument. Standardized questionnaires were thoroughly studied. Finally the questionnaire was finalized and adapted according to need of the research. Later Cronbach Alpha technique was used for reliability of the tool. The reliability values obtained were calculated within the permitted range. Further the tool/questionnaire was pilot tested. The results obtained were analyzed, observations and errors were omitted keeping in view respondents observations.

In the final phase the real effort of data collection started. The finalized questionnaire was administered to the sample population. After the data collection phase, it was statistically analyzed according to the requirement of the topic. The statistical tools used were standard deviation, Pearson Product correlation and z-test to explore the relationship between different variables. The findings led to the conclusion and discussion part of the research. Finally the recommendations were written keeping in view the findings of research.
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter consists of results and statistical analysis. The results were based on the data which was collected from public sector universities of Punjab and Federal Capital Islamabad. To analyze the data, descriptive and inferential statistical tools were used to check whether the results support the null hypothesis or not.

4.1. PROFILE OF RESPONDENTS

Table 4.1.1  Frequency and percentages of demographic variables.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>279</td>
<td>52.3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>149</td>
<td>28.0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>56</td>
<td>10.5</td>
</tr>
<tr>
<td>Professor</td>
<td>49</td>
<td>09.2</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>285</td>
<td>53.5</td>
</tr>
<tr>
<td>Female</td>
<td>248</td>
<td>46.5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below-30</td>
<td>153</td>
<td>28.7</td>
</tr>
<tr>
<td>30 – 39</td>
<td>218</td>
<td>40.9</td>
</tr>
<tr>
<td>40 – 49</td>
<td>105</td>
<td>19.7</td>
</tr>
<tr>
<td>50 and above</td>
<td>57</td>
<td>10.7</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>169</td>
<td>31.7</td>
</tr>
<tr>
<td>Married</td>
<td>364</td>
<td>68.3</td>
</tr>
<tr>
<td>Years of University Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--</td>
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</tr>
<tr>
<td>0 – 4</td>
<td>202</td>
<td>37.9</td>
</tr>
<tr>
<td>5 – 10</td>
<td>199</td>
<td>37.3</td>
</tr>
<tr>
<td>11 – 15</td>
<td>75</td>
<td>14.1</td>
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<tr>
<td>16 and above</td>
<td>57</td>
<td>10.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Position in University</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>&lt; 1 year</td>
<td>39</td>
<td>07.3</td>
</tr>
<tr>
<td>1 – 4</td>
<td>304</td>
<td>57.0</td>
</tr>
<tr>
<td>5 – 10</td>
<td>148</td>
<td>27.8</td>
</tr>
<tr>
<td>11 and above</td>
<td>42</td>
<td>07.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification</th>
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</thead>
<tbody>
<tr>
<td>Masters</td>
<td>104</td>
<td>19.5</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>306</td>
<td>57.4</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>123</td>
<td>23.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Source of Income</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moonlighting</td>
<td>220</td>
<td>41.3</td>
</tr>
<tr>
<td>Non-moonlighting</td>
<td>313</td>
<td>58.7</td>
</tr>
</tbody>
</table>

Table 4.1.1 depicted 41.3% academicians were moonlighters and 58.7% of respondents were non- moonlighters. Out of the frequency of 531 respondents, 9.2% were professors, 10.5% were associate professors, 28% assistant professors and 52.3% lecturers. As far as gender was concerned 53.5% recorded for male respondents and 46.5% for female. Similarly, age bracket was recorded 28.7% below age of thirty, 40.9% between the age of thirty to thirty-nine 19.7% between the age of forty to forty-nine and respondents above the age of fifty were 10.7%. As observed respondents in university service less than five years were 37.9%, service from five to ten years the value obtained
was 37.3%, service from eleven to fifteen years the value obtained was 14.1% and seniors whose service was above sixteen years the value was 10.7%. As far as qualification was concerned PhD qualified were 23.1%, M. Phil were 57.4% and masters were 19.5%.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Descriptive Statistics for moonlighters and non-moonlighters

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moonlighters</td>
<td>22</td>
<td>43.8</td>
</tr>
<tr>
<td>Non-moonlighters</td>
<td>27</td>
<td>56.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>49</td>
<td></td>
</tr>
<tr>
<td><strong>Associate Professors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moonlighters</td>
<td>24</td>
<td>42.9</td>
</tr>
<tr>
<td>Non-moonlighters</td>
<td>32</td>
<td>57.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Professors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moonlighters</td>
<td>60</td>
<td>40.3</td>
</tr>
<tr>
<td>non-moonlighters</td>
<td>89</td>
<td>59.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>149</td>
<td></td>
</tr>
<tr>
<td><strong>Lecturers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moonlighters</td>
<td>115</td>
<td>41.1</td>
</tr>
<tr>
<td>Non-moonlighters</td>
<td>162</td>
<td>58.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>277</td>
<td></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td>531</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2.1 revealed the fact that the total respondents were 531 out of which 52.3% were Lecturers, 41.1% were moonlighters and 58.9% were non-moonlighters. Whereas the data reflected 28.0% respondents were Assistant Professors and the moonlighters’ percentage was 40.3% and non-moonlighters were 59.7%. However the responses of Associate Professors were 10.5% out of which 42.9% were moonlighters and 57.1% were non-moonlighters. Similarly Professors out of the total responses were 9.2%, the moonlighters were 43.8% and non-moonlighters were 56.2%.

The frequency, mean and standard deviation of each variable is given below:

Table 4.2.2.  Composite means for job satisfaction

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>273</td>
<td>88.05</td>
<td>14.31</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>145</td>
<td>87.23</td>
<td>12.05</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>054</td>
<td>89.57</td>
<td>14.07</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>87.51</td>
<td>10.96</td>
</tr>
<tr>
<td>Total</td>
<td>518</td>
<td>87.93</td>
<td>13.41</td>
</tr>
</tbody>
</table>

Table 4.2.2 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for job satisfaction. Means were 88.05, 87.23, 89.57, 87.51 and standard deviations were 14.31, 12.05, 14.07 and 10.96 respectively.
Table 4.2.3. *Composite means for rate of pay*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>277</td>
<td>6.44</td>
<td>1.60</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>150</td>
<td>6.93</td>
<td>1.47</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>6.84</td>
<td>1.58</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>6.80</td>
<td>1.09</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td>6.65</td>
<td>1.54</td>
</tr>
</tbody>
</table>

Table 4.2.3 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for rate of pay as a component of job satisfaction. Calculated means were 6.44, 6.93, 6.84, 6.80 and standard deviations were 1.60, 1.47, 1.58 and 1.09 respectively.

Table 4.2.4. *Composite means for promotion*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>25.64</td>
<td>4.81</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>25.22</td>
<td>4.34</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>054</td>
<td>25.83</td>
<td>4.84</td>
</tr>
<tr>
<td>Professors</td>
<td>045</td>
<td>26.78</td>
<td>3.57</td>
</tr>
<tr>
<td>Total</td>
<td>528</td>
<td>25.64</td>
<td>4.58</td>
</tr>
</tbody>
</table>
Table 4.2.4 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for promotion as a factor of job satisfaction. The calculated means were 25.64, 25.22, 25.83 26.78 and standard deviations were 4.81, 4.34, 4.84 and 3.57 respectively.

Table 4.2.5. *Composite means for personal objectives*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>277</td>
<td>24.61</td>
<td>4.17</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>148</td>
<td>24.39</td>
<td>3.83</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>25.73</td>
<td>3.90</td>
</tr>
<tr>
<td>Professors</td>
<td>044</td>
<td>23.89</td>
<td>3.80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>525</td>
<td>24.61</td>
<td>4.03</td>
</tr>
</tbody>
</table>

Table 4.2.5 revealed means and standard deviations for lecturers, Assistant Professors, Associate Professors and Professors for personal objectives as a component of job satisfaction. The calculated means were 24.61, 24.39, 25.73, 23.89 and standard deviations were 4.17, 3.83, 3.90 and 3.80 respectively.
Table 4.2.6.  *Composite means for job autonomy*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>20.46</td>
<td>3.85</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>150</td>
<td>19.98</td>
<td>3.21</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>20.50</td>
<td>3.39</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>19.8</td>
<td>3.28</td>
</tr>
<tr>
<td>Total</td>
<td>530</td>
<td>20.27</td>
<td>3.58</td>
</tr>
</tbody>
</table>

Table 4.2.6 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for job autonomy as a component of job satisfaction. The calculated means were 20.46, 19.98, 20.50, 19.8 and standard deviations were 3.85, 3.21, 3.39 and 3.28 respectively.

Table 4.2.7.  *Composite means for workload*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>9.90</td>
<td>2.05</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>150</td>
<td>9.70</td>
<td>1.81</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>10.1</td>
<td>2.11</td>
</tr>
<tr>
<td>Professors</td>
<td>045</td>
<td>9.90</td>
<td>1.94</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td>9.90</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Table 4.2.7 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for workload as a component of job
satisfaction. The calculated means were 9.9, 9.7, 10.1, 10.1, 9.90 and standard deviations were 2.05, 1.81, 2.11, 1.94 respectively.

**Table 4.2.8. Composite means for management tools**

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>279</td>
<td>19.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>149</td>
<td>19.74</td>
<td>3.0</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>19.39</td>
<td>3.9</td>
</tr>
<tr>
<td>Percent</td>
<td>045</td>
<td>19.87</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>529</td>
<td>19.67</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Table 4.2.8 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for management tools as a component of job satisfaction. The mean values were 19.6, 19.74, 19.39, 19.87 and standard deviations were 3.3, 3.0, 3.9, 3.1 respectively.
Table 4.2.9. *Composite means for organizational commitment*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>279</td>
<td>55.83</td>
<td>8.30</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>150</td>
<td>55.89</td>
<td>7.46</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>56.57</td>
<td>8.79</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>57.59</td>
<td>8.28</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>56.08</td>
<td>8.12</td>
</tr>
</tbody>
</table>

Table 4.2.9 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for organizational commitment. The mean values were 55.83, 55.89, 56.57, 57.59 and standard deviations were 8.30, 7.46, 8.79, 8.28 respectively.

Table 4.2.10. *Composite means for affective commitment*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>279</td>
<td>14.68</td>
<td>3.54</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>150</td>
<td>14.68</td>
<td>3.60</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>14.86</td>
<td>2.99</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>15.13</td>
<td>3.71</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>14.73</td>
<td>3.51</td>
</tr>
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</table>

Table 4.2.10 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for affective commitment as a
component of organizational commitment. The mean values were 14.68, 14.68, 14.86, 15.13 and standard deviations were 3.54, 3.60, 2.99, 3.71 respectively.

Table 4.2.11. *Composite means for normative commitment*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>31.36</td>
<td>5.50</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>31.68</td>
<td>5.28</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>31.59</td>
<td>5.27</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>33.20</td>
<td>4.61</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>31.63</td>
<td>5.36</td>
</tr>
</tbody>
</table>

Table 4.2.11 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for normative commitment as a component of organizational commitment. The mean values were 31.36, 31.68, 31.59, 33.20 and standard deviations were 5.50, 5.28, 5.27, 4.61 respectively.
Table 4.2.12. *Composite means for continuance commitment*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>means</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>9.80</td>
<td>2.47</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>9.50</td>
<td>2.20</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>10.12</td>
<td>2.59</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>9.26</td>
<td>2.56</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>9.70</td>
<td>2.42</td>
</tr>
</tbody>
</table>

Table 4.2.12 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for continuance commitment as a component of organizational commitment. The mean values were 9.8, 9.5, 10.12, 9.26 and standard deviations were 2.47, 2.20, 2.59, 2.56 respectively.

Table 4.2.13. *Composite means for implications for academician*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>33.61</td>
<td>5.82</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>33.97</td>
<td>5.13</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>34.18</td>
<td>5.05</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>32.48</td>
<td>6.09</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>33.67</td>
<td>5.58</td>
</tr>
</tbody>
</table>
Table 4.2.13 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors exploring implications for academicians. The values of means were 33.61, 33.97, 34.18, 32.48 and standard deviations were 5.82, 5.13, 5.05, 6.09 respectively.

Table 4.2.14. Composite means for availability of second job

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>6.94</td>
<td>1.61</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>7.16</td>
<td>1.49</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>7.23</td>
<td>1.57</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>6.57</td>
<td>1.90</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>7.00</td>
<td>1.61</td>
</tr>
</tbody>
</table>

Table 4.2.14 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for availability of second job as a component of implications for academicians. The mean values were 6.94, 7.16, 7.23, 6.57 and standard deviations were 1.61, 1.49, 1.57, 1.90 respectively.
Table 4.2.15  Composite means for improving instructions

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>6.34</td>
<td>1.42</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>6.46</td>
<td>1.48</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>6.52</td>
<td>1.36</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>6.20</td>
<td>1.57</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>6.38</td>
<td>1.44</td>
</tr>
</tbody>
</table>

Table 4.2.15 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for improving instructions as implications for academicians. Calculated mean values were 6.34, 6.46, 6.52, 6.20 and standard deviations were 1.42, 1.48, 1.36, 1.57 respectively.

Table 4.2.16  Composite means for increase in income

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>3.52</td>
<td>0.97</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>3.63</td>
<td>0.85</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>3.70</td>
<td>0.83</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>3.15</td>
<td>1.12</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>3.54</td>
<td>0.94</td>
</tr>
</tbody>
</table>
Table 4.2.16 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for increase in income as a component of implications for academicians. The calculated means were 3.52, 3.63, 3.70, 3.15 and standard deviations were 0.97, 0.85, 0.83, 1.12 respectively.

Table 4.2.17. Composite means for spending quality time with family

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>3.46</td>
<td>1.15</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>3.52</td>
<td>1.10</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>3.54</td>
<td>0.91</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>3.11</td>
<td>1.06</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>3.46</td>
<td>1.11</td>
</tr>
</tbody>
</table>

Table 4.2.17 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for spending quality time with family as a component of implications for academicians. The means were 3.46, 3.52, 3.54, 3.11 and standard deviations were 1.15, 1.10, 0.91, 1.06 respectively.
Table 4.2.18. *Composite means for professional development*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>6.89</td>
<td>1.74</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>6.97</td>
<td>1.49</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>6.96</td>
<td>1.67</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>6.84</td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>531</td>
<td>6.90</td>
<td>1.60</td>
</tr>
</tbody>
</table>

Table 4.2.18 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for professional development as a component of implications for academicians. The values for means were 6.89, 6.97, 6.96, 6.84 and standard deviations were 1.74, 1.49, 1.67, 1.50 respectively.

Table 4.2.19. *Composite means for implications for organizations*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>19.77</td>
<td>3.60</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>19.80</td>
<td>3.40</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>19.90</td>
<td>3.40</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>19.10</td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>531</td>
<td>19.70</td>
<td>3.50</td>
</tr>
</tbody>
</table>
Table 4.2.19 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for exploring implications for organizations. The values for means were 19.77, 19.80, 19.90, 19.10 and standard deviations were 3.60, 3.40, 3.40, 3.50 respectively.

Table 4.2.20. *Composite means for diversity*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>10.5</td>
<td>2.30</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>10.7</td>
<td>2.10</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>10.6</td>
<td>2.50</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>10.4</td>
<td>2.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>531</td>
<td>10.6</td>
<td>2.30</td>
</tr>
</tbody>
</table>

Table 4.2.20 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for diversity as a component of implications for organizations. The mean values were 10.5, 10.7, 10.6, 10.4 and standard deviations were 2.30, 2.10, 2.50, 2.20 respectively.
Table 4.2.21. *Composite means for workload*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>9.90</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>9.80</td>
<td>1.8</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>10.1</td>
<td>2.1</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>9.90</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>531</td>
<td>9.90</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Table 4.2.21 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for workload as a component of implications for organizations. The mean values were 9.90, 9.80, 10.1, 9.90 and standard deviations were 2.0, 1.8, 2.1, 1.9 respectively.

Table 4.2.22. *Composite means for missing on first job*

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>mean</th>
<th>Std.deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>278</td>
<td>6.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>151</td>
<td>6.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>056</td>
<td>6.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Professors</td>
<td>046</td>
<td>6.0</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>531</td>
<td>6.3</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Table 4.2.22 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for missing on first job as a component of implications for organizations. The mean values were 6.4, 6.3, 6.4, 6.0 and standard deviations were 1.9, 1.9, 1.9, 1.3 respectively.
### 4.3 Relationship between moonlighting and its variables

Moonlighting and Job Satisfaction for Professors, Associate Professors, Assistant Professors and Lecturer.

Table 4.3.1 Correlation values for professors, associate professors, assistant professors and lecturers who moonlight for job satisfaction. (n=531)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Correlation for professors</th>
<th>Correlation for associate professors</th>
<th>Correlation for assistant professors</th>
<th>Correlation for lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>0.572**</td>
<td>0.503*</td>
<td>-0.368*</td>
<td>-0.486*</td>
</tr>
<tr>
<td>Rate of pay</td>
<td>0.683**</td>
<td>0.629**</td>
<td>0.445**</td>
<td>0.418**</td>
</tr>
<tr>
<td>Block promotion</td>
<td>.502</td>
<td>0.372*</td>
<td>-0.278*</td>
<td>-0.128*</td>
</tr>
<tr>
<td>Personal objectives</td>
<td>0.320*</td>
<td>0.102*</td>
<td>0.147*</td>
<td>0.333*</td>
</tr>
<tr>
<td>Job autonomy</td>
<td>0.391</td>
<td>0.107*</td>
<td>.188*</td>
<td>-0.159**</td>
</tr>
<tr>
<td>Workload</td>
<td>0.159</td>
<td>0.130**</td>
<td>0.156*</td>
<td>0.219*</td>
</tr>
<tr>
<td>Management tools</td>
<td>0.106*</td>
<td>0.145*</td>
<td>.157</td>
<td>0.238</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Table 4.3.1 depicted relationship between moonlighting and job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers. The values of correlation obtained for Professors and Associate Professors were .572 and .503.
reflecting positive significant relationship between moonlighting and job satisfaction. However the values obtained for Assistant Professors and Lecturers were .368 and .486 respectively reflecting significant but negative relationship between the variables.

Values of correlation obtained for rate of pay as a component of job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers were .683, .629, .445, .418 respectively. The values reflected significant relationship between moonlighting and rate of pay for job satisfaction for the four teaching faculty.

Similarly the value obtained for blocked promotion as a component of job satisfaction for Professors was .502. Value for Associate Professor was .372 which depicted positive significant relationship. While values for Assistant Professor and Lecturer were -.278 and -.128 respectively. The relationship between the variables was significant but negative for blocked promotion.

The values obtained for personal objectives as a component of job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers were .320, .102, .147, .333 respectively. The relationship between the variables was significant for personal objectives for the four teaching faculty.

The calculated value for job autonomy as a component of job satisfaction for Professors was .391 reflected no significant behavior for job autonomy. Values obtained for Associate Professors and Assistant Professors were .107 and .188 respectively. The relationship was found significant. Finally the value of correlation for Lecturers was -.159 being significant but negative for job autonomy.

Relationship between moonlighting and work load as a component of job satisfaction for Professors was .159 and not significant. Values obtained for Associate
Professors, Assistant Professors and Lecturers were .130, .156, .219 respectively. The values reflected significant relationship between variables.

Finally values for moonlighting and management tools as a component of job satisfaction for Professors and Assistant Professors were .106, .145 respectively. The relationship between variables was found significant. While obtained values for Assistant Professor and Lecturers were .157, .238. Relationship between variables was not found significant for management tools.

Null hypothesis $H_{01}$ was not accepted for job satisfaction as it had significant correlation with moonlighting. The null hypothesis was rejected for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis $H_{01a}$ was not accepted for rate of pay as it had significant relationship with moonlighting. The null hypothesis was rejected for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis $H_{01b}$ was not accepted for blocked promotion for Associate Professors, Assistant Professors and Lecturers as it had significant relationship with moonlighting. The null hypothesis was accepted in case of Professors for blocked promotion.

Null hypothesis $H_{01c}$ was not accepted for personal objectives as it had significant relationship with moonlighting for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis $H_{01d}$ was not accepted for job autonomy as it had significant relationship with moonlighting for Associate Professors, Assistant Professors and Lecturers. Null hypothesis was accepted in case of Professors for job autonomy.
Null hypothesis Ho1e was not accepted for workload as it had significant relationship with moonlighting for Associate Professors, Assistant Professors and Lecturers. Null hypothesis was accepted in case of Professors.

Null hypothesis Ho1f was not accepted for management tools as it recorded significant relationship of moonlighting for Professors and Associate Professors. The null hypothesis was accepted for Assistant Professors and Lecturers.

Moonlighting and organizational commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Table 4.3.2 Correlation values for professors, associate professors, assistant professors and lecturers who moonlight for organizational commitment. (n=531).

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Correlation for professors</th>
<th>Correlation for associate prof</th>
<th>Correlation for assistant prof</th>
<th>Correlation for lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Commitment</strong></td>
<td>0.389*</td>
<td>0.193**</td>
<td>0.189*</td>
<td>-0.283*</td>
</tr>
<tr>
<td><strong>Affective Commitment</strong></td>
<td>0.303*</td>
<td>0.143</td>
<td>0.127</td>
<td>-0.224*</td>
</tr>
<tr>
<td><strong>Normative Commitment</strong></td>
<td>0.407**</td>
<td>0.191**</td>
<td>0.186*</td>
<td>-0.234*</td>
</tr>
<tr>
<td><strong>Continuance Commitment</strong></td>
<td>0.563*</td>
<td>0.164**</td>
<td>0.139</td>
<td>-0.228**</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

**Correlation is significant at the 0.05 level (2-tailed).**

Table 4.3.2 depicted relationship between moonlighting and organizational commitment for Professors, Associate Professors, Assistant Professors and Lecturers. The values of
correlation obtained for Professors, Associate Professors and Assistant Professors were .389, .193 and .189 respectively reflecting significant relationship between moonlighting and organizational commitment. However value for Lecturers was -.283. There was significant but negative relationship for Lecturers.

Relationship of moonlighters with affective commitment as a factor of organizational commitment for Professors was .303. The value obtained for Associate Professors was .143, Assistant Professors was .127 and Lecturers was -.224. There was significant positive relationship for Professors and significant and negative relationship for Lecturers.

The calculated values of moonlighters for normative commitment as a factor of organizational commitment were .407 for Professors. However Associate Professors’ and Assistant Professors’ obtained responses were .191 and .186 respectively. The correlation of normative commitment for Lecturers was -.234. There was significant positive relationship for Professors, Associate Professors and Assistant Professors and significant negative relationship for Lecturers.

The values of moonlighters for continuance commitment for Professors as a factor of organizational commitment was .563. Correlation coefficients for Associate Professors and Assistant Professors were .164 and .139 respectively. However the value of moonlighting Lecturers was -.228. There was positive significant relationship for Professors, Associate Professors and significant and negative relationship with Lecturers.

Null hypothesis Ho2 was not accepted as the moonlighting had significant relationship with organizational commitment for Professors, Associate Professors, Assistant Professors and Lecturers.
Null hypothesis Ho2a was not accepted as moonlighting had significant relationship with affective commitment for Professors and Lecturers and accepted for Associate Professors and Assistant Professors.

Similarly null hypothesis Ho2b was not accepted as moonlighting had significant relationship with normative commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Finally the null hypothesis Ho2c was not accepted as moonlighting had significant relationship with continuance commitment for Professors, Associate Professors and Lecturers. However it was accepted in case of Assistant Professors.
Moonlighting and implications for academicians for Professors, Associate Professors, Assistant Professors and Lecturers.

4.3.3 Correlation values for professors, associate professors, assistant professors and lecturers who moonlight as implications for academicians. (n= 531).

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Correlation for professors</th>
<th>Correlation for associate prof</th>
<th>Correlation for assistant prof</th>
<th>Correlation for lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for Academics</td>
<td>0.120*</td>
<td>0.309**</td>
<td>0.307**</td>
<td>0.441**</td>
</tr>
<tr>
<td>Availability of Second job</td>
<td>0.209</td>
<td>0.293**</td>
<td>0.437**</td>
<td>0.531**</td>
</tr>
<tr>
<td>Improving Instructions</td>
<td>0.193</td>
<td>0.319**</td>
<td>0.318**</td>
<td>0.498**</td>
</tr>
<tr>
<td>Increase in Income</td>
<td>0.555*</td>
<td>0.324**</td>
<td>0.445**</td>
<td>0.418**</td>
</tr>
<tr>
<td>Spending Quality time</td>
<td>-0.423*</td>
<td>-0.435*</td>
<td>-0.378*</td>
<td>-0.211**</td>
</tr>
<tr>
<td>Professional Development</td>
<td>0.168**</td>
<td>0.169**</td>
<td>0.220**</td>
<td>0.360**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Table 4.3.3 depicted relationship between moonlighting and implications for academicians for Professors, Associate Professors, Assistant Professors and Lecturers. The value of correlation obtained for Professors Associate Professors, Assistant Professors and Lecturers were .120, .309, .307 and .441 respectively reflecting significant relationship between moonlighting and its implications for academicians.
The value of moonlighting Professors for availability of second job as a factor of implications for academicians was .209. The values obtained for Associate Professors, Assistant Professor and Lecturers who perceived they had opportunity for second job were .293, .437 and .531 respectively. There was significant positive relationship for Associate Professors, Assistant Professors and Lecturers for availability of second job. While value for Professors was not significant.

The values obtained for Professors for improving instructions as a component of implications for academicians was .193. However the correlation values for Associate Professors, Assistant Professors and Lecturers were .319, .318 and .498 respectively. There was significant positive relationship between moonlighting and improving instructions for Associate Professors, Assistant Professors and Lecturers.

The correlation values for Professors, Associate Professors, Assistant Professors and Lecturers for increase in income as a component of implications for academicians were .555, .324, .445 and .418 respectively. There was significant positive relationship between moonlighting and increase in income as a component of implications for academicians.

The values for Professors, Associate Professors, Assistant Professors and Lecturers for spending quality time as a component of implications for academicians were -.423, -.435, -.378, -.211 respectively. There was significant but negative relationship between moonlighting and spending quality time.

The values for professional development for Professors, Associate Professors, Assistant Professors and Lecturers were .168, .169, .220, .360 respectively. There was
significant and positive relationship between moonlighting and professional development as a component of implications for academicians.

Null hypothesis Ho3 was not accepted as moonlighting had no significant relationship with implications for academicians for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis Ho3a, was not accepted as moonlighting had no significant relationship for availability of second job for Associate Professors, Assistant Professors and Lecturers. However null hypothesis was accepted in case of Professors.

Null hypothesis Ho3b was not accepted as moonlighting had no significant relationship with improving instructions for Associate Professors, Assistant Professors and Lecturers. However it was accepted for Professors.

Null hypothesis was not accepted as moonlighting had no significant relationship with increase in income for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis was not accepted as moonlighting had no significant relationship with spending quality time for Professors, Associate Professors, Assistant Professors and Lecturers.

Null hypothesis was not accepted as moonlighting had no significant relationship with professional development for Professors, Associate Professors, Assistant Professors and Lecturers.
Moonlighting and implications for organizations for Professors, Associate Professors, Assistant Professors and Lecturers.

Table 4.3.4 Correlation values for professors, associate professors, assistant professors and lecturers who moonlight for implications on organization. (n= 531)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Correlation for professors</th>
<th>Correlation for associate prof</th>
<th>Correlation for assistant prof</th>
<th>Correlation for lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for Organization</td>
<td>0.123*</td>
<td>0.261**</td>
<td>0.169*</td>
<td>0.227</td>
</tr>
<tr>
<td>Skill Diversity</td>
<td>0.115</td>
<td>0.402**</td>
<td>0.417**</td>
<td>0.359**</td>
</tr>
<tr>
<td>Workload</td>
<td>0.481*</td>
<td>0.426*</td>
<td>0.672*</td>
<td>0.520*</td>
</tr>
<tr>
<td>Missing on First Job</td>
<td>0.087*</td>
<td>0.121*</td>
<td>-0.050*</td>
<td>-0.080*</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Table 4.3.4 depicted relationship between moonlighting and implications for organizations for Professors, Associate Professors, Assistant Professors and Lecturers. The values of correlation obtained for Professors, Associate Professors and Assistant Professors were .123, .261, .169 respectively. Relationship between moonlighting and it implications for organizations was found significant. The correlation value for Lecturers was .227 and not found significant.

Relationship between moonlighting and skill diversity as a component of implications for organizations for Professors was .115. While obtained values for Associate Professors, Assistant Professors and Lecturers were .402, .417 and .359 respectively. The
values for Professors was not significant and for Associate Professors, Assistant Professors and Lecturers were significant.

Relationship between moonlighting and workload as a component of implications for organizations for Professors and Associate Professors were .481 and .426 respectively. However the values obtained for moonlighting Assistant Professors and Lecturers were .672 and .520 respectively. The values reflected significant positive behavior between the variables.

Relationship between moonlighting and missing on first job as a component of implications for organizations for Professors and Associate Professors, the calculated values were .087 and .121. The values for Assistant Professors and Lecturers were -.050 and -.080 respectively. Depicting positive and significant value for Associate Professors and negative and significant values for Assistant Professors and Lecturers.

Null hypothesis Ho4 was not accepted as moonlighting had significant relationship between moonlighting and implications for organizations for Professors, Associate Professors and Assistant Professors. However null hypothesis was accepted in case of Lecturers.

Null hypothesis Ho4a was not accepted as moonlighting had significant relationship with skill diversity for Associate Professors, Assistant Professors and Lecturers and it was accepted for Professors.

Null hypothesis Ho4b was not accepted as moonlighting had significant relationship with workload for all four categories of teaching faculty.
Null hypothesis Ho4c was not accepted as moonlighting had significant relationship for missing on first job for Professors, Associate Professors, Assistant Professors and Lecturers.

4.4 EXPLORING GROUP DIFFERENCE BETWEEN MOONLIGHTERS AND NON-MOONLIGHTERS

Table 4.4.1 Independent sample z-test exploring group difference between moonlighters and non-moonlighters in respect of job satisfaction, organizational commitment, implications for academicians, implications for organizations.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>z-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction(23-115)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moonlighting</td>
<td>221</td>
<td>70.4</td>
<td>15</td>
<td>18.9</td>
<td>.000</td>
</tr>
<tr>
<td>Non-moonlighting</td>
<td>310</td>
<td>93.6</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Commitment (17-85)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moonlighting</td>
<td>221</td>
<td>47</td>
<td>08</td>
<td>13.8</td>
<td>.000</td>
</tr>
<tr>
<td>Non-moonlighting</td>
<td>310</td>
<td>57</td>
<td>8.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications Academicians (7-35)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moonlighting</td>
<td>221</td>
<td>24</td>
<td>4.40</td>
<td>14.3</td>
<td>.000</td>
</tr>
<tr>
<td>Non-moonlighting</td>
<td>310</td>
<td>30</td>
<td>4.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications Organizations (5-25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moonlighting</td>
<td>221</td>
<td>19</td>
<td>3.8</td>
<td>12</td>
<td>.000</td>
</tr>
<tr>
<td>Non-moonlighting</td>
<td>310</td>
<td>24</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis given in table 4.4.1 presented group difference between moonlighter and non-moonlighters. Mean score for moonlighters was (Mean-70.4) was less than non-moonlighters (Mean- 93.8) for job satisfaction. Similarly (SD-15) was more for
moonlighters as compared to non-moonlighters (SD-13). The z-value of 18.9 was significant and it reflected that there was significant difference between moonlighters and non-moonlighters for job satisfaction. It meant that moonlighters were not satisfied in their work place as compared to non-moonlighters for job satisfaction. Hence null hypothesis Ho₅ was rejected that there was no significant difference in mean scores of moonlighters and non-moonlighters for job satisfaction was not accepted.

Above analysis depicted group difference between moonlighters and non-moonlighters for organization commitment. Mean scores of moonlighters (Mean- 47) was less than non-moonlighters (Mean-57) for organizational commitment. Similarly standard deviation (SD- 7.8) was more for moonlighters as compared to non-moonlighters (SD-8.1). The z-value of 13.8 is significant and it reflected that there was significant difference between moonlighters and non-moonlighters for organizational commitment. It meant moonlighters were not committed to their work place as compared to non-moonlighters for organizational commitment. Hence null hypothesis Ho₅ that there was no significant difference in the mean scores of moonlighters and non-moonlighters for organizational commitment was not accepted.

Analysis given in the table presented group difference between moonlighters and non-moonlighters. Mean score of moonlighters (mean-24) was less than non-moonlighters (mean-30) for implications on academicians. Similarly (SD-4.40) was more for moonlighters as compared to non-moonlighters (3.92). The z-value of 14.3 was significant and it reflected that there was significant difference between moonlighters and non-moonlighters for implications on academicians. It meant that moonlighters reflected there were implications for academicians as compared to non-moonlighters. Hence
proving null hypothesis $H_0$ that there was no significant difference in mean scores of moonlighters and non-moonlighters for implications on academicians was not accepted.

The above given values presented group difference between moonlighters and non-moonlighters for finding implications on organization. Mean score of moonlighters (mean-19) was less than non-moonlighters (mean-24) for implications on organizations. Similarly value of standard deviation for moonlighters was (SD-4.2) and non-moonlighters was (SD-3.8). This reflected that moonlighters felt there were no implications for organizations as a result of moonlighting. The $z$-value 12 was significant and it reflected that there was significant difference between moonlighters and non-moonlighters for implications on organizations. Hence proving null hypothesis $H_0$ that there was no significant difference in mean scores of moonlighters and non-moonlighters for implication on organizations was not accepted.

The findings rejected null hypothesis $H_0$ that there was no significant difference between the mean scores of moonlighters and non-moonlighters in respect of job satisfaction, organizational commitment, implications on academicians and implications for organizations. Finally the hypothesis was rejected for moonlighters and non-moonlighters.
### 4.5 SUMMARY OF FINDINGS

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Accepted/Not accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ho₁</strong></td>
<td></td>
</tr>
<tr>
<td>There was no significant relationship of moonlighting for job satisfaction.</td>
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</tr>
<tr>
<td>Ho₁(a)</td>
<td>Not accepted</td>
</tr>
<tr>
<td>There was no significant relationship of moonlighting on rate of pay.</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Ho₁(b)</td>
<td>Accepted</td>
</tr>
<tr>
<td>There was no significant relationship of moonlighting on job promotion.</td>
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</tr>
<tr>
<td>Ho₁(c)</td>
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</tr>
<tr>
<td>There was no significant relationship of moonlighting for personal objectives.</td>
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</tr>
<tr>
<td>Ho₁(d)</td>
<td>Accepted</td>
</tr>
<tr>
<td>There was no significant relationship of moonlighting on job autonomy.</td>
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</tr>
<tr>
<td>Ho₁(e)</td>
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</tr>
<tr>
<td>There was no significant relationship of moonlighting on workload.</td>
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</tr>
<tr>
<td>Ho₁(f)</td>
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<tr>
<td>There was no significant relationship of moonlighting on management tools.</td>
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<tr>
<td><strong>Ho₂</strong></td>
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<tr>
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</tr>
<tr>
<td>Ho₂(a)</td>
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</tr>
<tr>
<td>There was no significant relationship of moonlighting on affective commitment.</td>
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</tr>
<tr>
<td>Ho₂(b)</td>
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</tr>
<tr>
<td>There was no significant relationship of moonlighting on normative commitment.</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>
There was no significant relationship of moonlighting on continuance commitment
Moonlighting had no significant implications for academicians

There was no significant relationship of moonlighting on availability of second job
There was no significant relationship of moonlighting for improving instruction
There was no significant relationship of moonlighting with increase in income

There was no significant relationship of moonlighting for spending quality time
There was no significant relationship of moonlighting on professional development
Moonlighting had no significant implications for organizations

There was no significant relationship of moonlighting for diversity
There was no significant relationship of moonlighting for work overload

To find out if there was any difference in the perceptions of moonlighters and non-moonlighters in respect of job satisfaction, organizational commitment, implications on academicians and implications on organizations

<table>
<thead>
<tr>
<th></th>
<th>Moonlighting</th>
<th>Non Moonlighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho2(c)</td>
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<td>Accepted</td>
</tr>
<tr>
<td>Ho3</td>
<td>Not Accepted</td>
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</tr>
<tr>
<td>Ho3(a)</td>
<td>Accepted</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>Ho3(b)</td>
<td>Accepted</td>
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</tr>
<tr>
<td>Ho3(c)</td>
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<td>Accepted</td>
</tr>
<tr>
<td>Ho3(d)</td>
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<td>Not accepted</td>
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<tr>
<td>Ho3(e)</td>
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<td>Ho4</td>
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<td>Ho4(a)</td>
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<tr>
<td>Ho4(b)</td>
<td>Accepted</td>
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<tr>
<td>Ho4(c)</td>
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</tr>
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</table>
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The research was undertaken to study the relationship of moonlighting with organizational commitment and job satisfaction of university teachers and find its implications for academicians and organizations. Organizations whose employees are holding second job will have interest in identifying implications of moonlighting for their setup.

The study explored the relationship between moonlighting and job satisfaction from different factors identified in the literature such as rate of pay, promotion, personal objectives, job autonomy, work load and management tools. The study explored the outcomes of organizational commitment from the three aspects, being affective commitment, normative commitment and continuance commitment. Similarly the effect of moonlighting on academicians’ personal life and implications for organizations were explored. Moonlighting was also studied with reference to availability of second job, improving instructions, increase in income, spending quality time, professional development, diversity, work over load and missing opportunities on first job. To sum up this study determined the factors that influenced employee’s retention, commitment and job satisfaction.

The sample of the study was drawn from all four categories of academic staff of public sector universities of Punjab and Federal Capital. The four teaching
categories were professors, associate professors, assistant professors and lecturers. Only main campuses of the universities were part of the study.

At first eighteen universities were randomly selected. At second stage stratified sample was drawn from all categories of university teachers of postgraduate level in public sector universities within the target area.

Twenty-two null hypotheses were formulated in this study and they were tested to find relationship between moonlighting and job satisfaction, organizational commitment, implication for academicians and organizations for Professors, Associate Professors, Assistant Professors and Lecturers. One hypothesis was formulated to explore group difference between moonlighters and non moonlighters for job satisfaction, organizational commitment and its implications for academicians and organizations.

Overall the major findings of the objectives revealed that there was significant relationship between moonlighting, organizational commitment and job satisfaction. Further objectives revealed that there were implications of moonlighting for academicians and their organizations. Finally group difference between moonlighters and non-moonlighters were explored for job satisfaction, organizational commitment, implications for academicians and the organizations.
5.2 FINDINGS

The frequency, mean and standard deviation of each variable are given below:

Table 4.2.1 revealed the fact that the total respondents were 531 out of which 52.3% were Lecturers, 41.1% were moonlighters and 58.9% were non-moonlighters. Whereas the data reflected 28.0% respondents were Assistant Professors and the moonlighters’ percentage was 40.3% and non-moonlighters were 59.7%. However the responses of Associate Professors were 10.5% out of which 42.9% were moonlighters and 57.1% were non-moonlighters. Similarly Professors out of the total responses were 9.2%, the moonlighters were 43.8% and non-moonlighters were 56.2%.

Table 4.2.2 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for job satisfaction. Means were 88.05, 87.23, 89.57, 87.51 and standard deviations were 14.31, 12.05, 14.07 and 10.96 respectively.

Table 4.2.3 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for rate of pay as a component of job satisfaction. Calculated means were 6.44, 6.93, 6.84, 6.80 and standard deviations were 1.60, 1.47, 1.58 and 1.09 respectively.

Table 4.2.4 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for promotion as a factor of job satisfaction. The calculated means were 25.64, 25.22, 25.83 26.78 and standard deviations were 4.81, 4.34, 4.84 and 3.57 respectively.

Table 4.2.5 revealed means and standard deviations for lecturers, Assistant Professors, Associate Professors and Professors for personal objectives as a
component of job satisfaction. The calculated means were 24.61, 24.39, 25.73, 23.89 and standard deviations were 4.17, 3.83, 3.90 and 3.80 respectively.

Table 4.2.6 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for job autonomy as a component of job satisfaction. The calculated means were 20.46, 19.98, 20.50, 19.8 and standard deviations were 3.85, 3.21, 3.39 and 3.28 respectively.

Table 4.2.7 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for workload as a component of job satisfaction. The calculated means were 9.9, 9.7, 10.1, 10.1, 9.90 and standard deviations were 2.05, 1.81, 2.11, 1.94 respectively.

Table 4.2.8 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for management tools as a component of job satisfaction. The mean values were 19.6, 19.74, 19.39, 19.87 and standard deviations were 3.3, 3.0, 3.9, 3.1 respectively.

Table 4.2.9 revealed values of means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for organizational commitment. The mean values were 55.83, 55.89, 56.57, 57.59 and standard deviations were 8.30, 7.46, 8.79, 8.28 respectively.

Table 4.2.10 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for affective commitment as a component of organizational commitment. The mean values were 14.68, 14.68, 14.86, 15.13 and standard deviations were 3.54, 3.60, 2.99, 3.71 respectively.
Table 4.2.11 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for normative commitment as a component of organizational commitment. The mean values were 31.36, 31.68, 31.59, 33.20 and standard deviations were 5.50, 5.28, 5.27, 4.61 respectively.

Table 4.2.12 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for continuance commitment as a component of organizational commitment. The mean values were 9.8, 9.5, 10.12, 9.26 and standard deviations were 2.47, 2.20, 2.59, 2.56 respectively.

Table 4.2.13 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors exploring implications for academicians. The values of means were 33.61, 33.97, 34.18, 32.48 and standard deviations were 5.82, 5.13, 5.05, 6.09 respectively.

Table 4.2.14 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for availability of second job as a component of implications for academicians. The mean values were 6.94, 7.16, 7.23, 6.57 and standard deviations were 1.61, 1.49, 1.57, 1.90 respectively.

Table 4.2.15 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for improving instructions as implications for academicians. Calculated mean values were 6.34, 6.46, 6.52, 6.20 and standard deviations were 1.42, 1.48, 1.36, 1.57 respectively.

Table 4.2.16 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for increase in income as a component of implications for academicians. The calculated means were 3.52, 3.63, 3.70, 3.15 and standard deviations were 0.97, 0.85, 0.83, 1.12 respectively.
Table 4.2.17 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for spending quality time with family as a component of implications for academicians. The means were 3.46, 3.52, 3.54, 3.11 and standard deviations were 1.15, 1.10, 0.91, 1.06 respectively.

Table 4.2.18 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for professional development as a component of implications for academicians. The values for means were 6.89, 6.97, 6.96, 6.84 and standard deviations were 1.74, 1.49, 1.67, 1.50 respectively.

Table 4.2.19 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for exploring implications for organizations. The values for means were 19.77, 19.80, 19.90, 19.10 and standard deviations were 3.60, 3.40, 3.40, 3.50 respectively.

Table 4.2.20 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for diversity as a component of implications for organizations. The mean values were 10.5, 10.7, 10.6, 10.4 and standard deviations were 2.30, 2.10, 2.50, 2.20 respectively.

Table 4.2.21 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for workload as a component of implications for organizations. The mean values were 9.90, 9.80, 10.1, 9.90 and standard deviations were 2.0, 1.8, 2.1, 1.9 respectively.

Table 4.2.22 revealed means and standard deviations for Lecturers, Assistant Professors, Associate Professors and Professors for missing on first job as a
component of implications for organizations. The mean values were 6.4, 6.3, 6.4, 6.0 and standard deviations were 1.9, 1.9, 1.9, 1.3 respectively.
5.3 MOONLIGHTING AND ITS RELATIONSHIP WITH VARIABLES

5.3.1 Moonlighting and Job Satisfaction for Professors, Associate Professors, Assistant Professors and Lecturer.

Table 4.3.1 depicted relationship between moonlighting and job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturer. The values of correlation obtained for Professors and Associate Professors were .572 and .503 reflecting positive significant relationship between moonlighting and job satisfaction. However the values obtained for Assistant Professors and Lecturers were .368 and .486 respectively reflecting significant but negative relationship between the variables.

Values of correlation obtained for rate of pay as a component of job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers were .683, .629, .445, .418 respectively. The values reflected significant relationship between moonlighting and rate of pay for job satisfaction for the four teaching faculty.

Similarly the value obtained for blocked promotion as a component of job satisfaction for Professors was .502. Value for Associate Professor was .372 which depicted positive significant relationship. While values for Assistant Professor and Lecturer were -.278 and -.128 respectively. The relationship between the variables was significant but negative for blocked promotion.

The values obtained for personal objectives as a component of job satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers were .320, .102, .147, .333 respectively. The relationship between the variables was significant for personal objectives for the four teaching faculty.
The calculated value for job autonomy as a component of job satisfaction for Professors was .391 reflected no significant behavior for job autonomy. Values obtained for Associate Professors and Assistant Professors were .107 and .188 respectively. The relationship was found significant. Finally the value of correlation for Lecturers was -.159 being significant and negative for job autonomy.

Relationship between moonlighting and work load as a component of job satisfaction for Professors was .159 but not significant. Values obtained for Associate Professors, Assistant Professors and Lecturers were .130, .156, .219 respectively. The values reflected significant relationship between variables.

Finally values for moonlighting and management tools as a component of job satisfaction for Professors and Assistant Professors were .106, .145 respectively. The relationship between variables was found significant. While obtained values for Assistant Professor and Lecturers were .157, .238. Relationship between variables was not found significant for management tools.

5.3.2 Moonlighting and Organizational Commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Table 4.3.2 depicted relationship between moonlighting and organizational commitment for Professors, Associate Professors, Assistant Professors and Lecturers. The values of correlation obtained for Professors, Associate Professors and Assistant Professors were .389, .193 and .189 respectively reflecting significant relationship between moonlighting and organizational commitment. However value for Lecturers was -.283. There was significant but negative relationship for Lecturers.
Relationship of moonlighters with affective commitment as a factor of organizational commitment for Professors was .303. The value obtained for Associate Professors was .143, Assistant Professors was .127 and Lecturers was -.224. There was significant positive relationship for Professors and significant and negative relationship for Lecturers.

The calculated values of moonlighters for normative commitment as a factor of organizational commitment were .407 for Professors. However Associate Professors’ and Assistant Professors’ obtained responses were .191 and .186 respectively. The correlation of normative commitment for Lecturers was -.234. There was significant positive relationship for Professors, Associate Professors and Assistant Professors and significant negative relationship for Lecturers.

The values of moonlighters for continuance commitment for Professors as a factor of organizational commitment was .563. Correlation coefficients for Associate Professors and Assistant Professors were .164 and .139 respectively. However the value of moonlighting Lecturers was -.228. There was positive significant relationship for Professors, Associate Professors and significant and negative relationship for Lecturers.

5.3.3 Moonlighting and its Implications for Academicians for Professors, Associate Professors, Assistant Professors and Lecturers.

Table 4.3.3 depicted relationship between moonlighting and implications for academicians for Professors, Associate Professors, Assistant Professors and Lecturers. The value of correlation obtained for Professors Associate Professors, Assistant
Professors and Lecturers were .120, .309, .307 and .441 respectively reflecting significant relationship between moonlighting and its implications for academicians.

The value of moonlighting Professors for availability of second job as a factor of implications for academicians was .209. The values obtained for Associate Professors, Assistant Professor and Lecturers who perceived they had opportunity for second job were .293, .437 and .531 respectively. There was significant positive relationship for Associate Professors, Assistant Professors and Lecturers for availability of second job. While value for Professors was not significant.

The values obtained for Professors for improving instructions as a component of implications for academicians was .193. However the correlation values for Associate Professors, Assistant Professors and Lecturers were .319, .318 and .498 respectively. There was significant positive relationship between moonlighting and improving instructions for Associate Professors, Assistant Professors and Lecturers.

The correlation values for Professors, Associate Professors, Assistant Professors and Lecturers for increase in income as a component of implications for academicians were .555, .324, .445 and .418 respectively. There was significant positive relationship between moonlighting and increase in income as a component of implications for academicians.

The values for Professors, Associate Professors, Assistant Professors and Lecturers for spending quality time as a component of implications for academicians were -.423, -.435, -.378, -.211 respectively. There was significant but negative relationship between moonlighting and spending quality time.

The values for professional development for Professors, Associate Professors, Assistant Professors and Lecturers was .168, .169, .220, .360 respectively. There was
significant and positive relationship between moonlighting and professional development as a component of implications for academicians.

5.3.4 Moonlighting and its Implications for Organizations for Professors, Associate Professors, Assistant Professors and Lecturers.

Table 4.3.4 depicted relationship between moonlighting and implications for organizations for Professors, Associate Professors, Assistant Professors and Lecturers. The values of correlation obtained for Professors, Associate Professors and Assistant Professors were .123, .261, .169 respectively. Relationship between moonlighting and its implications for organizations was found significant. The correlation value for Lecturers was .227 and not found significant.

Relationship between moonlighting and skill diversity as a component of implications for organizations for Professors was .115. While obtained values for Associate Professors, Assistant Professors and Lecturers were .402, .417 and .359 respectively. The values for Professors was not significant and for Associate Professors, Assistant Professors and Lecturers were significant.

Relationship between moonlighting and workload as a component of implications for organizations for Professors and Associate Professors were .481 and .426 respectively. However the values obtained for moonlighting Assistant Professors and Lecturers were .672 and .520 respectively. The values reflected significant positive behavior between the variables.

Relationship between moonlighting and missing on first job as a component of implications for organizations for Professors and Associate Professors, the calculated values were .087 and .121. The values for Assistant Professors and Lecturers were
-0.050 and -0.080 respectively. Depicting positive and significant value for Associate Professors and negative and significant values for Assistant Professors and Lecturers.

5.4. Exploring Group Difference between Moonlighters and Non Moonlighters for Job Satisfaction, Organizational Commitment, Implications for Academicians and Implications for Organizations

Exploring group difference between moonlighters and non moonlighters for job satisfaction, organizational commitment, implications for academicians and organizations (table 4.4.1). Findings were based on responses of academics for the factors of moonlighting were given below:

1. When job satisfaction was the yard stick for comparing behavior of moonlighters and non moonlighters, the mean for moonlighters was 70.4 and standard deviation observed was 15, for non-moonlighters mean was 93.6 and standard deviation was 13. This numerical behavior depicted that moonlighters were less satisfied as compared to people who did not opt for second job in addition to the first one.

2. Observed through empirical evidence the mean score for moonlighters was found 47 and standard deviation 7.8, for non-moonlighters mean score was 57 and standard deviation was observed at 8.1. The findings reflected that non- moonlighters’ organizational commitment was more than moonlighters. It also reflected the behavior people who seek second job were found to be less committed to their organization.
3. Finding implications for academicians as a result of moonlighting value for mean was 24 and standard deviation was 4.40, whereas for non-moonlighters the mean score was 30 and standard deviation was recorded at 4.42.

4. As far as observing implications for organizations was concerned it was observed that mean score for moonlighters was 19 and standard deviation was 3.8, for non-moonlighters mean score was 24 and standard deviation was recorded at 4.2. These observations reflected that people who opt for second job thought there were relatively less implications on organizations as a result of moonlighting, as compared to people who did not moonlight.
CONCLUSIONS

The following discussion was based on findings recorded in section 5.3.

5.5.1 Conclusions Based on Finding Relationship between Moonlighting and Job Satisfaction for Professors, Associate Professors, Assistant Professors and Lecturers.

The results revealed that there was significant relationship between moonlighting and job satisfaction for Professors and Associate Professors. While moonlighting Assistant Professors and Lecturers were found to be dissatisfied at their workplace. There were different factors which reflected this behavior. The senior teaching faculty seemed to be enjoying enhanced job satisfaction. Moreover addition in income was found to be dominating factor as far as measuring job satisfaction was concerned, which reflected employees were not satisfied with their pay packages and they felt the salary they were drawing was less as compared to their needs as a result their job satisfaction level fell. When employees started to feel they were not valued at their work place and they were not trusted for what they did at workplace. The policies that kept check and balance over employees’ performance were to be clearly defined and revisited from time to time. Providing opportunities of learning new and diversified skills was need of the hour in this era of technological advancement, yet people were found to be not significantly responding to this need. When promotion policies were well defined, elaborate and employees were aware of what they were to expect out of their organization. This factor significantly will affect the satisfaction level with the organization they were working. The working units where promotion policies were clear, the job satisfaction level of employees was found to be high.
5.5.2 Conclusions Based on Finding Relationship between Moonlighting Rate of Pay for Professors, Associate Professors, Assistant Professors and Lecturers.

Researched and empirically identified that rate of pay offered by organizations was given a foremost priority, employees felt the level where their needs were satisfied through the pay they were offered for the hours they gave to their organization. This behavior was reflected through findings of all four moonlighting teaching staff categories. Pay that was offered was to reflect the changing trend of economy, which reflected current and rising trend of prices of goods and services. Therefore rate of pay was identified as predicting factor for measuring level of satisfaction. As far as identifying satisfaction level for rate of pay, respondents reflected eagerness to certain level of autonomy at workplace and well defined promotion policies and incentives. Overall affective work environment was found to be a positive indicator of job satisfaction.

5.5.3 Conclusions Based on Finding Relationship between Moonlighting and Job Promotion for Professors, Associate Professors, Assistant Professors and Lecturers.

As far as factor of promotion was concerned it had been observed moonlighting Professors and Associate Professors reflected the job satisfaction level for promotion, while Assistant Professors were just satisfied and Lecturers reflected negative behavior for job promotion. Promotion and addition in income was observed to parallel each other and reflect the same behavior. Though they were in direct relation with each other, at times the relation noticed was inverse even reflecting that promotion was more of ceremonious than giving benefit of increase in income.
Findings revealed that organizations that offer training and development sessions periodically and employees were given exposure of diversified work environment were found to be more satisfied.

5.5.4 Conclusions Based on Finding Relationship between Moonlighting and Personal Objectives for Professors, Associate Professors, Assistant Professors and Lecturers.

It has been an observed human factor that people working in different organizations have their personal goals to meet, besides working for organizational goals. Similar behavior was observed for moonlighting Professors, Associate Professors, Assistant Professors and Lecturers. It was observed through findings that values obtained for personal objectives were found to be significant predictors. Amongst the four teaching categories value for lectures was the highest reflecting dissatisfaction behavior. At times though organizational goals were well defined yet observed, personal goals dominated and employees were found to reflect their energies to accomplish their personal objectives. Looking for continuous financial reward was one reason which spelt out job satisfaction level. A natural phenomena observed through findings was employees were on a run for seeking promotion staying within their organizational setup. Promotion and income enhancement was observed to be synonymous. In this competitive world, where job market had specialized features, people who were receptive to change and carry themselves through learning the modified skills were found to accept the change. One of the personal objectives was found to be the autonomy one enjoyed as a professional. This reflected through the organizational behavior. The job satisfaction level was
measured, where employees felt they had a certain level of liberty and were trusted for their performance at workplace.

5.5.5 Conclusions Based on Finding Relationship between Moonlighting and Job Autonomy for Professors, Associate Professors, Assistant Professors and Lecturers.

Organizations where human resource management practices were well defined and clear, issues of autonomy were somehow not present. In such environment employees were satisfied and workplace behavior reflected positive outcome. Yet observed moonlighting Professors and Associate Professors felt they had autonomy at work place. While moonlighting Assistant Professors and Lecturers reflected that they did not enjoy autonomy at work place. The obtained values reflected that along with seeking autonomy at work place, employees were found keen for increase in income. Training and development was observed as requirement of managers who were seeking professional growth for effective and efficient organizational outcome. To minimize cost and maximize output was the basic goal of any organization. Responses reflected they were looking forward for income increase and certain level of autonomy at workplace with incentives of financial benefits.
5.5.6 Conclusions Based on Finding Relationship between Moonlighting and Workload of Professors, Associate Professors, Assistant Professors and Lecturers.

The amount of work a person could take on depended on his efficiency and willingness to accept the additional responsibility. It was observed to be regular phenomena in organizations where job description and job specifications were well defined. However observed where work load was more, employees felt pushed and as a result output suffered. Observed through findings, that work load increased for all moonlighting faculty. Where appropriate financial incentives were offered employees offered to give more time to work. Yet seeking opportunity to learn new skills at the cost of giving additional time to their organization remained a point of concern for employees. It was at the hand of management to plan training sessions. The employees remained keen to work in the environment where they enjoyed autonomy to a certain extent. Here to mention it is important that organizations where performance appraisal methods were well defined and practiced in true letter and spirit organizational outcomes were better. Hence observed that autonomy factor had influence on workload. People were prepared to work as long as they enjoyed their work and did not feel the burden of putting extra hours to work.

5.5.7 Conclusions Based on Finding Relationship between Moonlighting and Management Tools for Professors, Associate Professors, Assistant Professors and Lecturers.

Management policies and tools which defined the character of employees played pivotal role in any organization. The findings depicted that Professors and
Associate Professors were somehow satisfied with the management practices. While Assistant Professors and Lecturers were not happy with management policies and practices. Effective managers offered training and development programs which could act as incentive for employees, who will in return feel the commitment with the organization to continue. An important management tool being, how elaborate appraisal policies were defined. Well defined appraisal policies provided employees with the environment where they were found to be more satisfied. The reason being, they will be clear what to look for and it further would create atmosphere of trust. In such work environment the employees were observed as willing workers. The organizations practicing well defined human resource policies will experience employees with enhanced job satisfaction.

5.5.8 Conclusions Based on Finding Relationship between Moonlighting and Organizational Commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Organizational commitment depicted behavioral response of workers. When commitment level was high employees felt emotionally attached and had a strong feeling of continuing work with the employer. Through empirical evidence it came to light that Professors, Associate Professors and Assistant Professors felt committed to their organization. Promotion was found to have significant impact on organizational commitment. The findings clearly depicted this behavior. It was clearly understood that well established organizations were found more cost effective as employees’ reward was somewhere close to their expectation. Earning income and timely promotion increased organizational commitment.
5.5.9 Conclusions Based on Finding Relationship between Moonlighting and Affective Commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

The emotional bond also known as affective commitment with the organization had significant impact on organizational commitment. Organizations where incentives of periodic increment in salary and position was offered keeping in view the changing trends of prices of goods and services employees reflected commitment in the behavior. The findings reflected Professors were found committed to their organizations while Lecturers were not found to be affectively committed to their organization. While Associate Professors and Assistant Professors did not reflect significant behavior. Expectation of continuous training and development was reflected in the findings. When the employees felt they were progressing professionally, which may be requirement of the market they remained committed. Emotional attachment with the organization spelt out certain work conditions, like having elaborate and well defined policies of promotion. Organizations where promotion policies and practices existed, the commitment level of employees was observed to be at a higher level. Emotional attachment with the organization spelt out that these feelings of the employees was due to the reason; the employees were already enjoying certain level of autonomy. Human resource management policies were elaborately laid down and practiced with true letter and spirit. However Lecturers did not reflect satisfactory behavior. Lecturers’ emotional attachment to their organization was recorded significant but the trend observed was negative.
5.5.10 Conclusions Based on finding relationship between Moonlighting and Normative Commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Normative commitment, which was understood to be the commitment level quantified with the cost of continuing serving or quitting the organization. If an employee switched over jobs frequently, it was at the cost of leaving the previous job. This fact further was supported through empirical evidence that promotion was one factor which kept the commitment at a reasonable level for Professors, Associate Professors and Assistant Professors. While the findings depicted that Lecturers did not reflect emotional attachment to their employer. Employees who were keen on increasing cost of their services were willing to avail opportunity of further training and improving education. It reflected the gap in salary package for Lecturers which was found less than the other three categories of teaching faculty. Therefore commitment level reflected negative behavior.

5.5.11 Conclusions Based on Finding Relationship between Moonlighting and Continuance Commitment for Professors, Associate Professors, Assistant Professors and Lecturers.

Continuing to serve the organization at whatever cost is another observation made through results. When there was continuous increase in income it reflected the rising cost of goods and services was met and the employees continued serving the organization. This behavior was observed for Professors, Associate Professors but not for Lecturers. Lecturers were found significantly committed but their behavior reflected negative trend. The reason for this may be that Lecturers’ affective
commitment and normative commitment was observed to be significant but negative. Reason for Lecturers’ moonlighting may be due to less commitment for their organization. For Professors and Associate Professors continuous professional development opportunities provided through the organization, gave incentive of increase in income. Continuous financial benefit reflected the fact that there was continuous opportunity provided by the organization for professional development. It could be in the form of attaining further education or in the form of training and development sessions. Not to forget to mention that the above opportunities were provided to all four categories of teaching faculty of universities. In real terms managers planned sessions where weaknesses were identified and training was offered accordingly.

5.5.12 Conclusions Based on Finding Relationship between Moonlighting and Implications for Academicians for Professors, Associate Professors, Assistant Professors and Lecturers.

When people started to look for additional job opportunity they were surely to have some implications. The first implication that was identified through findings was addition in income. It reflected fixing the price of hours constant, the more hours of work offered would increase the income for Professors, Associate Professors, Assistant Professors and Lecturers. Blocked promotion was another factor which employees faced as implication. This meant employees indulged in moonlighting that they felt frustrated over delayed promotions. An interesting fact spoke volume through findings that professionals who opted for moonlighting visited different organizations met different people, encountered with different work environment.
This practice gave them broader opportunity of learning new diversified skills. Therefore the skill they acquired brought positive change in ones vision, experience and therefore, employees were found to be in a position to offer better experience to their primary job placement. The end result was better outcome. When these employees go back to their primary job place they would be carrying with them diversified skill.

5.5.13 Conclusions Based on Finding Relationship between Moonlighting and Availability of Second Job for Professors, Associate Professors, Assistant Professors and Lecturers.

Employees who moonlight were drawing numerous benefits, yet there were certain drawbacks that they faced as implications. Accepted universal fact that people go for additional hours of work with another organization for monetary gain, which was depicted for Professors, Associate Professors, Assistant Professors and Lecturers. Organizations where employees commitment and satisfaction level was kept at considerable level while formulating human resource management policies the organizational environment was observed pleasing and output was better. As far as availability of second job was concerned job autonomy and learning new skills did not remain a priority for employees. The reason being that they were already exploring other opportunities in the market for second job and the learning would enhance through exposure to different work environment.
5.5.14 Conclusions Based on Finding Relationship between Moonlighting and Improvement in Instructions for Professors, Associate Professors, Assistant Professors and Lecturers.

As a result of seeking extra teaching hours in different universities one learnt new methods of lesson delivery. Interacting with different people experiencing and going through enriched learning environment moonlighting Professors, Associate Professors, Assistant Professors and Lecturers had positive impact on improvement in instructions. With improvement in instructions the outcome of indulging in extra teaching hour’s income increased. Skill diversity when supported with additional income depicted, employees seeking employment chances in different organizations were benefitting the second work place as they were offering their knowledge and skill. Moreover the moonlighters benefited as a result of exposure they got from the second organization. The fact that timely promotion led to developing enthusiasm among employees to continue serving. They felt enthusiastic to improve their skills through education resulting in affective organizational outcome.

5.5.15 Conclusions Based on Finding Relationship between Moonlighting and Increase in Income for Professors, Associate Professors, Assistant Professors and Lecturers.

With increasing product differentiation and ever changing technology advancement and different ways of lesson delivery had been introduced. In this highly competitive market where the world has become a global village, people were becoming materialistic by each passing year. Looking for better status and means of increasing income had become a norm. Hence academicians were found confronting
with multiple challenges. They had to keep their education and skill abreast with market requirement to fight economic and social challenges. This fact was supported by struggle of academicians for availing every opportunity of increasing income for all the four categories of university teaching faculty. When environment of trust prevailed in the workplace the employees were satisfied with their work and hence willingly worked for better outcome. This aspect would lead to upgrading the quality of teaching, hence producing graduates at par with market requirement and demand.

5.5.16 Conclusions Based on Finding Relationship between Moonlighting and Spending Quality Time for Professors, Associate Professors, Assistant Professors and Lecturers.

An observed phenomenon that if one was not satisfied with his financial condition, he would start to explore other opportunities of generating extra income. As far as definition of needs and requirement was concerned it would always remain unclear because it varied from person to person. There was no end to seeking better opportunities in the labor market. At times this situation left one overworked and sometimes one felt the stress of extra work and ultimately left with little or no time, for his family or himself/herself. Sometimes this situation arose at the cost of one’s health. Seeking ways of increasing income no more remained priority, as increase in income was a significant predictor but negative in nature for Professors, Associate Professors, Assistant Professors and Lecturers as far as spending quality time was concerned. The want of increase in income existed but not at the cost of above factors. There were two choices at hand of employees, they either felt happy or stressed. Outcome of stress was observed negative for the person himself, family and for the
organization. Emotionally and physically satisfied employees would remain asset for the organization. Autonomy at their job would lead to effective and efficient outcome. Finding the implication on academicians for the quality time they were left with, spoke volume as will of learning new skills or waiting for promotion no longer remained the priority in the above mentioned case.

5.5.17 Conclusions Based on Finding Relationship between Moonlighting and Professional Development for Professors, Associate Professors, Assistant Professors and Lecturers.

Learning was observed a lifelong process, it never ended. It was like a ladder, standing on one step one felt there was yet another step to climb and on that step when one looked up it dawned to him that there were yet numerous more steps to climb. This kept happening through life. Flowing river than stagnant pool of water was better, where in former case mankind benefitted and treasure of knowledge and skill kept piling up with added experience. In the latter case the skill and knowledge carried neither benefit to oneself or others. Professional development with income increase was found to be significant predictor for Professors, Associate Professors, Assistant Professors and Lecturers. Improvement in skill remained a priority. The policies written and practiced were mostly found to be parallel with professional development and promotion. This was observed to be a practice and was commonly implemented through policies. All the four teaching categories of moonlighters supported the fact that professional development was a pre-requisite for professionals. Change for betterment was important.
5.5.18 Conclusions Based on Finding Relationship between Moonlighting and its Implications for Organizations for Professors, Associate Professors, Assistant Professors and Lecturers.

When people seek extra hours of work outside their first job, there would be some implications on the organizations also. Organizations were bound to suffer at the cost of employees divided commitment and there were also certain benefits organizations gained at the cost of moonlighting practice. Professors, Associate Professors, Assistant Professors and Lecturers reflected that there were implications for organizations as a result of moonlighting. Observed through organizational behavior, steady increase in income reflected the employees’ experienced gradual implementation of promotional policies. This reflected in the form of increased job satisfaction and enhanced commitment with the organization. Such organizations were found to be earning more profit. Learned employees with the required skill were an asset of any organization. As a result of moonlighting employees were found to be at a better stage of giving organizational output. The skill diversity reflected as strength of the organization. The moonlighting employees visiting different organizations witness different behaviors. Organizational output suffered when a certain level of autonomy was not offered to employees.

5.5.19 Conclusions Based on Finding Relationship between Moonlighting and Skill Diversity for Professors, Associate Professors, Assistant Professors and Lecturers.

Moonlighting brought diversity to the organizations for Associate Professors, Assistant Professors and Lecturers. People with diverse back grounds and with
different professional strengths got together in one organization. This was observed to be organizational strength. Promotion in work place offered one social and economic strength. The social acceptance was reflected in the form of enhanced job satisfaction and organizational commitment. Moonlighting provided diversified learning experiences and in return the primary organization was found to be the beneficiary. Professors reflected no significant opinion probably they were already at the peak of their career.

5.5.20 Conclusions Based on Finding Relationship between Moonlighting and Work load for Professors, Associate Professors, Assistant Professors and Lecturers.

Work force in the labor market was on a hunt for obtaining additional opportunities for second job. At times when one felt over burdened with work and less time left for family and themselves, then addition in income did not remain a priority any more. Workload gradually increased from Professors to Lecturers. Workload was observed maximum for Lecturers and least for Professors. Academicians felt happy and delighted to receive additional income but not at the cost of overwork. When the work burden exceeded capacity to strike balance in life, employees were not found bothered with financial enhancement. With professional growth one witnessed that there was learning with every passing day and still felt there was yet more to learn. Skill diversity clearly supported work overload in the form of enhanced learning. As far as finding implications on organizations was concerned it was observed that labor laws and human resource management policies needed to be clearly spelt out and revisited periodically.
5.5.21 Conclusions Based on Finding Relationship between Moonlighting and Missing Opportunity on First Job for Professors, Associate Professors, Assistant Professors and Lecturers.

Commitment level was recorded relatively less for moonlighters. When one was engaged in activity of looking for second job, it naturally happened that one may miss training and development opportunities at primary job, additionally they miss being a part of meetings where strategic decisions were made which may benefit the employees and organizations. Yet observed incentive of increased in income reflected own willingness to continue with the organization. Time and effort was divided and commitment level was relatively low for moonlighters. It was understood that people who hunt for other job opportunities did not care for the autonomy at first workplace. To see the other side of the story one may say that employees enjoyed the level of autonomy where they could go for second job. Moonlighters were faced with the dilemma of blocked promotion therefore they tended to look for other work opportunities. As a result the implications for organizations was observed in the form of reduced commitment.
5.5.22 Conclusions Based on Finding Group Difference Between Moonlighters and Non Moonlighters from the Factors of Job Satisfaction, Organizational Commitment, Implications for Academicians and Implications for Organizations.

1. The values obtained for job satisfaction for moonlighters and non moonlighters depicted that there was significant relationship between them. Non-moonlighters seemed satisfied with their work as compared to moonlighters. This clearly reflected since moonlighters were less satisfied with their jobs and that they were on a run for obtaining new and different opportunities. Significant difference between the two groups was observed.

2. Finding the organizational commitment level, the values clearly depicted that people who were not happy in their work place were keen on seeking other opportunities in the labor market. This reflected that their commitment level was less as compared to employees who were not keen on second job. For moonlighters organizational commitment hardly mattered as it reflected in the empirical value. There was significant difference of organizational commitment for moonlighters and non- moonlighters.

3. For exploring group differences between moonlighting and implications for academicians it was observed that people going for extra work hours
were faced with pros and cons of this practice. There seemed to be significant difference of opinion as far as responses from moonlighters and non-moonlighters were concerned. Discussing implications on academicians not only reflected hardships faced due to extra working hours but knowledge and skill one brought to primary job placement also. Moonlighters carry rich and diversified experience with them too.

4. Looking for the answer, whether there were implications for organizations as a result of moonlighting activity, it was observed that there was significant difference of opinion between moonlighters and non-moonlighters. Similarly as implications on ones’ own life there were some affects on organizations also. It may be in the form of neglecting duties or not performing duties properly at the primary job place. Since human resource is the capital of any organization it depended how it utilizes this asset. The activity of moonlighting could bring diversity of knowledge, skill and experience to its organization and also the sharing aspect was also identified for the organizations.

Above findings were based on opinions of respondents who moonlight (221) and non-moonlighters (310) from the total responses of 531.
5.6 **DISCUSSIONS**

The findings and conclusions of this study was undertaken to study the consequences of moonlighting on academicians and organizations. The reasons of moonlighting were researched. Moonlighting being the main variable of the study whereas the other variables identified through review of literature were job satisfaction, organizational commitment, finding implications for academicians and implications for organizations. Consequences of moonlighting were researched for finding the job satisfaction level of employees and their commitment with organizations. Others aspects of study were finding implications for academicians and implications for organizations. Job satisfaction was researched on the six factors being rate of pay, promotion, personal objectives, job autonomy, work overload and management tools. Organizational commitment was researched on three Meyer and Allen (1990) aspects, being affective commitment, normative commitment and continuance commitment. Implications of moonlighting for academicians was researched on five aspects, availability of second job, improving instructions, increase in income, spending quality time and professional development. Finally implications of moonlighting for organizations was researched on three aspects being skill diversity, work load and missing opportunity on first job.

5.6.1 **Job Satisfaction**

Overall job satisfaction level was researched and reflected the satisfaction level in line with the findings of Kreitner & Kinicki (2006) who identified five predominant causal reasons: need fulfillment of salary needs and family needs, discrepancies between what is expected and what actually happened, fulfillment of
work values, equity and fairness of treatment, and dispositional components where certain congenial personality traits led to job satisfaction. The findings reflected the above facts where the factors of moonlighting were significantly supporting the results.

The rate of pay was researched as one of the reasons which led to decreased job satisfaction was researched and found to be a reason for seeking other opportunities of job. A thorough review of all the related literature on job satisfaction, revealed a fair evidence of empirical research in the context of organizational behavior. This finding was in line with researched findings of Wisniewski & Hilty (1987).

Promotion is one factor that led to employees’ reduced level of satisfaction at work place. It reflected that organizations where these practices were not spelled out in detail with laid down national or international parameters the organization’s work environment would not be effective. Promotion at times was more of ceremonious than giving real financial benefit to the employee. Such policies led to reducing the satisfaction level of employees. Promotion policies needed to be designed in line with the inflation trends in the goods and services sector, and revisited periodically for fulfilling the employee demand and for better organizational outcome. This finding was in line with the researched facts of Weiss and Cropanzano (as cited in Thoms, Dose and Scott, 2002) who researched that job satisfaction referred to a person’s evaluation of his or her time allocated to job and work context.

A person enters into an organization to fulfill two purposes, organizational and personal both. When personal objectives were met along with fulfilling organizational objectives the employee was perceived at a certain satisfaction level. As far as
attaining personal objectives were concerned the moonlighting was significantly predicting the job satisfaction level. The employees would be at a higher level of job satisfaction, were provided with the environment to perform meaningful enriched jobs which were characterized by task variety, challenge, regular feedback and provided them with opportunity to satisfy their self esteem. The finding was in accordance to Schuring (2007) who quoted gaining social status, which may be economical or psychology in nature.

Autonomy at work place was one factor found to be affective parameter for job satisfaction. When employees were expected to perform challenging and complex jobs, such workers exhibited high level of job satisfaction. Autonomy at workplace in broader term meant that employees work in open environment of trust and enjoy the freedom to accomplish the required task. When there was necessary check and balance within the system, where performance appraisal policies were in practice and employees periodically were apprised with their performance the final outcome was observed to be positive. The results obtained were in line with the findings of Dixon (2005) that autonomy encouraged employees to perform challenging tasks and it was valued by employees and was taken as an opportunity to learn new skills and gain knowledge.

Work related factors were found to be directly linked to job satisfaction. It was found that when employees work under stress this would reflect as a negative predictor of job satisfaction. Until work load was managed well as quoted by Houston, Meyer & Paewai (2006) and enough time was provided for teaching and other services as well as scholarship and research factors which were highly valued by academicians. Their satisfaction with teaching as a career choice will be affected.
Therefore universities are to tight up work load with efficiency and define clear policies. Workers who worked under stressful conditions were likely to be dissatisfied with their organization and hence were found to perform at lower level.

Management tools were identified as human resource policies that organizations had in place and were followed in true letter and spirit. Organizations where policies were spelt out, there was no fear of delayed promotion, as it was taking place periodically expected through policy. Such practices led to systemic quality assurance and improvement of higher education institutions. It was observed that with proper and affective performance appraisal methods employee’s satisfaction level and productivity increased. The findings were in line with Frye (2004) who defined human resource practices and said since universities were labor intensive organizations, remuneration and compensation practices was of great help in hiring and retaining highly skilled and competent faculty. Kuo (2009), researched and found that human resource management practices were associated with positive operational environment.

5.6.2 Organizational Commitment

Organizational commitment understood as how much an individual was psychologically committed to the organization. One way or the other commitment was found associated with incentives of increase in income and promotion opportunities. Employee commitment became critical if an organization expected to sustain and compete in the market. The findings were in line with researchers Cooper-Hakim and Viswesvaran (2005) who said that in the competitive market, employees had become the only source of sustainable competitive advantage to organizations therefore predicting employee commitment was important.
Affective commitment meant employees’ emotional attachment to its organization. Keenly observed through findings that as far as attachment with organization was concerned autonomy was not what they were looking for, as they were satisfied with the authority they enjoyed at their work place. Getting opportunities of learning new and diversified skill also remained at the hand of manager to offer and not employees as they were found to be willing workers to continue to serve at any cost. The findings were in line with the researched facts of Mowday, Porter & Steers (1982); Jans (1989); Robbins, Decenzo, Bhattacharrya & Agarwal (2008).

Normative commitment, explained the feeling of obligation to continue employment. It is the perception of cost associated with leaving from an organization, as a result of the perception of benefit associated with staying on with the organization. Employees weighed the cost of continuing with the organization, and hence felt staying on will be cost effective for them. Moreover, accepting organizational goals left one with the feeling of commitment to continue with the organization. The practice of moonlighting supported the above facts and findings of Wiener (1982).

Willingness to continue with the organization what come may, was one of the shades of commitment. Individual may remain committed to the organization for several reasons, person’s own values, missions and goals may align with those of organizations, another individual may decide to stay on with the same organization because leaving may have impact his/her prestige, benefits or affect social network, yet another may be committed due to sense of obligation. Promotion and autonomy were not identified as predictors of commitment. The findings were in line with Meyer & Allen (1996) researched facts mentioned above.

5.6.3 Discussion on Implications for Academicians

As far as finding implications for academicians as a result of moonlighting was concerned there were certain affects noted through the research. Increase in
income was found to be one dominating implication; moreover learning new skills through moonlighting was another implication. Promotion paralleled increase in income aspect which was researched as an acceptable fact. Sometimes allowing employees to moonlight could improve retention. The findings were in line with the researched facts of Lacko (2000) that possible outcome of moonlighting was role enrichment, which meant the work an employee performed in one job, ultimately benefited the other.

Finding implications on academicians one observed that one of the affect may be in the form of availability of second job. In fact it meant the academicians moonlighting was exposed to the job market and knew about the opportunities available. One may be at the threshold of switching over job. Findings depicted that autonomy and skill diversity was not their concern, as they were already exposed to diversified learning environment through moonlighting. The findings were in line with researched facts of Ndirangu (1995); Tetty (2006); Yizengaw (2008) who quoted that academics decamped to private sector or other countries in search of better perks.

No doubt learning new skills in the form of improvement in education, training or other development sessions was researched as an implication for academicians. This practice improved organizational efficiency and effectiveness. The findings were in line with researched facts of Budhwar & Khatri (2001) who narrated that increasing pressures and interconnectedness of global market, outcome of human resource need prioritization.

Moonlighters according to the finding seemed concerned for increase in income. The social and economic pressures on individuals forced them for this practice. Due to numerous choices the market offered for products and services, it
became difficult for consumer to decide for the best. As a result people were seen looking for income alternatives and hence end up moonlighting. Teaching profession has been termed as highest moonlighters. Financial gluttony was the term used by Girvan (2003) who said may be one of the reasons for looking for others ways of increasing income.

Finding implications for academicians, it came into observation that at times academics were hard pushed for time left at their hand for oneself and family. Here the choice of shedding work hours remained a choice of individual. At times when people were over worked they rather would forgo the choice of addition in income, though it was reflected as a desirable choice. Findings depicted that promotion and autonomy at work no more remained their choice for spending quality time. The findings were in line with researched facts of Kim & German (2003) who said that overwork resulted in higher level of stress.

With rapid technology advancement, it has become need of the hour that universities offer programs of continuous professional development. This requirement was required to be spelt out in policy paper where every employee was provided opportunity of professional development. It was not only market sustainability factor, but one’s own development factor also. Walls of the classroom are becoming bigger and wider with applications of latest methodologies. Developing ones social identity in terms of employing organization, was the most effective commitment mechanism. This happened when individual felt responsible for organization’s accomplishments and status through participation and empowerment. Empowerment came through individual’s active participation. Findings supported the above discussion and
Walton (1985) had the point that feeling of being obliged developed when one felt employer had given him special chance for professional enhancement.

5.6.4 Discussion on Implications for Organizations

It was researched and found that there were implications for organizations for the practice of moonlighting. As a result of moonlighting output at primary job may suffer which may reflect in the form of implications for organizations. Addition in income, promotion and skill diversity were found significant predictors which meant organizational income increased as it was mostly practiced that wages were paid on hourly basis. Academics with diversified skills offered their services which resulted in better teaching, this would reflect in the form of passing out of university graduates with appropriate skill and knowledge.

It is a universal fact that moonlighting practice brought diversity to the organization. It enhanced the social and psychological status of the employees. Improving diversity in knowledge and skill was a requirement of every organization. Organizational outcome in the form of increased productivity and increased creativity and problem solving reflected that moonlighters were bringing diversity to the primary workplace.

Faculty workload was observed the most important administrative concern affecting academics. Faculty workload needed to be defined as a mix of three basic areas of faculty activity being teaching, research and service including institutional and professional both. Moonlighters were to define the number of hours they could give to teaching, research and service. The findings were in accordance with Yucker, Harold E, (1984) who proposed the theory of faculty workload.
Missing opportunities at first job reflected organizational ineffectiveness to hold back its members and offer development opportunities according to the institutional requirements. As a result of moonlighting one may miss the chance of being an affective member of the team. The factors of moonlighting were found to be predictors of missing opportunities on first job. Yet it was observed that individuals remained reluctant to switch over to second job because of the risk attached to it. The findings were in line with Rosser (2000) who researched on conversion of second job into primary.

**5.6.5 Discussion on Finding Group Difference between Moonlighters and Non-Moonlighters**

Finding group difference between opinions of moonlighters and non-moonlighters was concerned, job satisfaction of moonlighters was found to be low. Similarly, organizational commitment was comparatively less for moonlighters than non-moonlighters. This clearly depicted the fact that there were missing links and gaps in defining and elaborating organizational policies and practices. Ndirangu (1995); Tetty (2006); Yizengaw (2008) quoted, academics decamp to private sector or other countries in search of better perks, thus creating gap of quality teaching in their campuses. This behavior of faculty led to low morale and motivation of staff. Interconnectedness to global market in the form of producing quality skill was need of the hour. For this revisiting and defining human resource management policies needed prioritization. Researchers needed to study how well human resource management policy practices could be transported across different countries and which trends needed to be modified to fulfill their respective purposes. There was need of increasing participation and involvement of employees, in decision making process as
a result the organization benefited with increase in productivity of workers reflecting the behavior of increased commitment.

Finding implications for academicians and organizations as a result, it was observed that there were outcomes in the form of benefits and loss both. There was more to be researched on the two ends organizations and employees for implications, as a result of moonlighting. Human activity was realizing its importance in smooth functioning of the organizations; therefore some remaining factors were yet to be researched.

5.7 POLICY IMPLICATIONS

There were some policy implications identified through this research.

1. Organizations must ensure that moonlighting did not effect organizational functioning at the primary job.

2. Increase in income was found to be one factor dominating moonlighting practice, agency defining policy may offer certain incentives, for eg. Offering permanent faculty project of external funding. This practice will not only bring about increase in income but will also provide opportunity of enhancing relevant skill. Hence moonlighting practice will be discouraged.

3. Review policies to re-train administrators, senior staff and lecturers. Retaining program might be envisaged.

4. Moonlighters were found unhappy with promotion practices, therefore it was felt this aspect needed elaboration and implementation in true letter
and spirit. Promotion policy and its prevalent practice need to be revisited and implemented in true letter and spirit.

5. Identify ways and measures for faculty motivation for improvement in quality of academic services and governance of university system.

6. Professional training and development needs of the faculty need clear definition as far as different professional expertise and departments were concerned.

7. Level of job satisfaction may be researched with acceptable level of work load professionals willingly agree to.

8. There were implications on personal life of moonlighters, Strategy may be devised to reduce negative effects.

5.8 LIMITATIONS OF THE STUDY

During the comprehensive study of finding impact of moonlighting on job satisfaction and organizational commitment efforts were made to unfold all the aspects related to moonlighting. Efforts included exploring implications of moonlighting for organizations and one's own self. The area of study was public sector universities of Punjab and Federal Capital, but the nature of study made it restricted to faculty teaching at post graduate level only. The other limitations of the study were as follows:

1. The research highlighted studying moonlighting behavior for universities of Punjab and Federal Capital and for faculty teaching at postgraduate level only, other areas remained un-searched.
2. Sample restricted to public sector universities of above mentioned area, private sector remained untapped in this research.

3. The area of research was restricted to public sector universities of Punjab and Federal Capital only. The study may be extended to other provinces of Pakistan also.

4. Another restriction of the study was limited literature available for researching implications on organizations and one’s own self as a result of moonlighting.

5. In this descriptive study, the respondents were teaching faculty of four categories that is Lecturer, Assistant Professor, Associate Professor and Professors teaching at post graduate level at main campuses of public sector universities of the sample area. Therefore the researcher compiled close ended questions rather than open ended questions to save time and energy of respondents and researcher both.

6. Since the population of the study was spread over vast area, even after adopting proper sampling procedure the researcher had to cover less area about one third herself directly and remaining from other’s help.

7. The population sample was retrieved on October, 2012, for approval of the research proposal from University’s approving authority therefore there may be gap in data gathering for population.

8. The handicap faced by researcher was inability to persuade and motivate the respondents to answer questions and return the completed questionnaires, which led to low response rates. This necessitated sending several reminders to the respondents.
5.9 RECOMMENDATIONS FOR ORGANIZATIONS

Analysis of the empirical data and generation of findings, conclusions led to the following recommendations for organizations.

1. Job satisfaction had been extensively researched in the management studies. Yet there were gaps in identifying employee behavior and outcome with reference to moonlighters.

2. Moonlighting commonly was perceived to be an activity for increasing income only. It may be further researched from the component of skill diversity.

3. The reasons for moonlighting were not absolutely clear; it may be researched on the aspect of job autonomy also.

4. The question still remains at large as to what were the factors that may equate wants with income. These parameters need quantification, though tricky yet they may be researched further.

5. Promotion policy and its application in true letter and spirit need real implementation. Rate of inflation and its representation in promotion policy may be a point of consideration for further research.

6. Human resource management policies may be further researched keeping in view recruiting and hiring practices, promotion, tenure and salary deliberations may be closely related to institutional mission.

7. Comparative study of moonlighters and non moonlighters may be further made from the dimensions of job satisfaction.
8. There is need of comparing rate of pay with moonlighting practice and non-moonlighting practice.

9. Professional development factor for moonlighting practice may be further researched and gaps and weak areas identified.

10. Comparative study of moonlighters and non moonlighters may be made for organizational commitment.

11. To identify reasons for reduced or varying level of affective commitment, need further research also.

12. Level of organizational commitment for university teachers need to be further researched to identify normative commitment.

13. Formulating management policies with reference to continuance commitment there was need of further research to identify gaps in ongoing practices.

14. Some of the areas were yet to be further researched like exploring the chances of availability of second job.

**5.10 RECOMMENDATIONS FOR FURTHER RESEARCH**

1. Each of us should be aware of relations among teaching, research and service. Where to strike the balance between the three and define the workload limits. Faculty work load policies should hold a central position in ongoing personnel decision making.

2. Skill diversity may be linked with productivity, professional creativity and problem solving. Further researched and links may be identified among the mentioned parameters.
3. Implications for academicians who moonlight need yet to be researched, as researcher felt respondents’ hesitation in giving clear opinion for implications. Future studies may facilitate in finding different shades of implications.

4. Moonlighters may have or may not have opportunities of availability of second job. This factor need to be researched which may lead to identifying reasons of unemployment by further exploring the aspects of labor market.

5. Moonlighting practice brought improvement in instructions for teaching faculty; this aspect may be compared with non-moonlighters.

6. Seeking additional work opportunity and increasing the work hours may be studied with the aspect of spending quality time.

7. Professional development and its comparison with moonlighters and non moonlighters in higher education need further study.

8. Practice of moonlighting had implications for organizations. Researcher felt the handicap as respondents were not comfortable giving responses and found this part of the questionnaire randomly left blank or unanswered. Further researches may identify areas as to how organizations may be benefitted from this practice or what may be the negative implications.

9. There were numerous researches on identifying workable and acceptable management tools, yet in the education sector there is need to identify the gaps and grey areas. Further research is needed to revisit the management policies of higher education sector.
10. Comparing moonlighters and non moonlighters for implications on organizations need more and elaborate study for faculty teaching at graduate and postgraduate level.

11. Moonlighting practice and its affect on themselves may enhance awareness of this practice and it may be compared with professionals who do not opt for moonlighting.

12. The area of the study was public sector universities of province of Punjab and Federal Capital. Population comprised of postgraduates teaching faculty at the main campuses only, same research may be carried out for faculty of undergraduates’ level also.

13. The same study may be replicated for other areas not included in this research.

14. As private universities were not part of the sample future studies may include private universities with public sector universities also. The same study could also be replicated for private sector universities only.

15. The comparison of moonlighting and non-moonlighting practice may be compared with public and private sector universities.

16. Only teaching faculty was the population of this study. The support staff and other administrative staff who play a pivotal role in smooth functioning of the system, may also be included in future studies.

17. Moonlighting is accepted as a source of increase in income, but through research this is not found to be the reason only, there are other reasons identified like improving instruction and professional development. The mentioned areas may be further researched.
18. Professionals who moonlight increase the vulnerability of implication on organizations. This aspect need to be researched gaps and grey areas may be identified.


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Appendix-A

AREA OF SAMPLE STUDY
Appendix-B

SECTION ONE

Please complete the following section which asks for about you and your work.

1. Name of your university:  
2. Discipline: 
3. Teaching level: 
4. Job title (Please state): 
5. Gender (please tick): Male  Female 
6. Age: Below 30  30 - 39  40 - 49  50 and above 
7. Marital status: Single  Married 
8. How many years of university service do you have?  0 – 4  5 -10  11 – 15  16 and above 
9. How many years have you held your current position?  Below 1 year  1 – 4  5 – 10  11 and above 
10. Please select the highest educational qualification you hold from below: 
    Masters  
    M.Phil  
    Ph.D  
11. Please specify if you are involved in any income generating activities such as: 
    Part time lecturing (e.g. other institutions or parallel programs) 
    Consultancies  Privately run business 
    Other (Please specify):  

SECTION TWO

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate boxes. Use scales as follows:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

### Antecedents of Moonlighting

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Holding two jobs is a great way to earn additional income</td>
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<td>2.</td>
<td>Blocked promotional opportunities on primary job is a reason for holding two jobs</td>
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<td>3.</td>
<td>Holding two jobs offers a chance to use my skills and abilities which cannot be utilized on a single job</td>
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<td>4.</td>
<td>Holding two jobs offers a chance of being one’s own boss</td>
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<td>5.</td>
<td>Holding two jobs offers a chance to get rid of boredom on primary job</td>
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<td>6.</td>
<td>I need additional income to make ends meet</td>
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<td>7.</td>
<td>Holding two jobs increases amount of variety in the job</td>
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</table>

### Job Satisfaction

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<tr>
<th>S. No.</th>
<th>Statement</th>
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<th>4</th>
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<tbody>
<tr>
<td>8.</td>
<td>I am satisfied with my rate of pay</td>
<td></td>
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<td>9.</td>
<td>I have opportunity to use my abilities</td>
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<td>10.</td>
<td>I have good chances of promotion</td>
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<td>11.</td>
<td>I like the way my organization is managed</td>
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<td>12.</td>
<td>Attention is paid to suggestions I make at work</td>
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<td>13.</td>
<td>I am satisfied with my hours of work</td>
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<td></td>
<td>Description</td>
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<td>14</td>
<td>I feel I have to do things hastily and may be less carefully in order to get everything done</td>
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<td>15</td>
<td>I often have to work extra hours because of staff shortages</td>
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<td>16</td>
<td>I have input in deciding what tasks or part of tasks I will do</td>
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<td>17</td>
<td>I have the freedom to do pretty much what I want on my job</td>
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<td>18</td>
<td>I receive sufficient feedback from my Head on how well I am doing my job</td>
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<td>19</td>
<td>I have the opportunity to find out how well I am doing on my assignment</td>
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<td>20</td>
<td>I sometimes have to break a rule or policy in order to carry out an assignment</td>
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<td>21</td>
<td>I have clear, planned goals and objectives for my job</td>
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<td>22</td>
<td>I know what my responsibilities are in the workplace</td>
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<td>23</td>
<td>I feel certain about how much authority I have in my job</td>
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<td>24</td>
<td>There is clear explanation of what has to be done in my job</td>
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<td>25</td>
<td>There is a lack of adequate policies and guidelines in my university/Department to help me in my job</td>
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<td>26</td>
<td>My co-workers are helpful in getting my job done</td>
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<td>27</td>
<td>The Head of my Department cares about my opinion</td>
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<td>28</td>
<td>The Head of my Department lets me know how well am performing my job</td>
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<td>29</td>
<td>I have the opportunity for further advancement in my university</td>
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<td>30</td>
<td>Being employed in this university for a long time will get you promoted sooner than having good skills and performing well</td>
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<td>31</td>
<td>The feedback I receive agrees with what I have actually achieved in my job</td>
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<td>No.</td>
<td>Statement</td>
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<td>32.</td>
<td>I am satisfied with the success I have achieved in my career since I joined this university</td>
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<td>33.</td>
<td>I would be very happy to spend the rest of my career with this University</td>
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<td>34.</td>
<td>I really enjoy telling people what a wonderful place my university is</td>
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<td>35.</td>
<td>I always feel as if this university’s problems are my own</td>
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<td>36.</td>
<td>I feel a strong sense of belonging to my university</td>
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<td>37.</td>
<td>It would be very hard for me to leave my university right now, even if I wanted to</td>
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<td>38.</td>
<td>I feel that I have too few options to consider leaving my job in this university</td>
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<td>39.</td>
<td>Too much in my life would be disrupted if I wanted to leave my university now</td>
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<td>40.</td>
<td>Right now, staying with my university is a matter of necessity</td>
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<td>41.</td>
<td>I would not leave working for my university right now because I have a sense of obligation to the people in it</td>
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<td>42.</td>
<td>Even if it were to my advantage, I do not feel it would be right to leave working in my university right now</td>
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<td>43.</td>
<td>I owe a great deal of loyalty to my university considering all it has done for me (e.g. training, medical assistance, etc)</td>
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<td>44.</td>
<td>I think a lot about quitting my job</td>
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<td>45.</td>
<td>I am actively searching for an alternative to this university</td>
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<td>46.</td>
<td>As soon as it is possible I will leave this university</td>
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</table>

**Organizational Commitment**

(a) **Affective Commitment**

(b) **Normative Commitment**
**Continuance Commitment**

47. I have invested too much, e.g. education, time, personal effort in my profession to consider changing it now

48. I will have career options if decide to change profession now

49. My job will be there as long as I want it

**Implication of Moonlighting for academicians**

50. One of the consequences of moonlighting would be availability of job opportunity for me

51. Moonlighting has brought advantage to my organization by improving my instructions

52. Moonlighting has brought substantial increase in my income

53. Spending Quality time with my family has been reduced

54. It is difficult fulfilling all professional obligations on first job

55. I have missed professional development opportunities

56. Moonlighting has brought advantage to my organization to diversity in experience

**Implications of Moonlighting for Organizations**

57. The skills and knowledge I have learned on the job in this university would transfer easily to most other organizations

58. Moonlighting has affected my instruction negatively

59. Organization is suffering due to difficulty fulfilling professional obligation on first job
Please use the space below if you have any comments or recommendations about issues raised in this questionnaire or any other issues that were not addressed here. All comments made will be valuable and useful in the final outcomes of this study. (Please use additional paper if you wish).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

THANK YOU FOR TAKING OUT TIME TO COMPLETE THIS QUESTIONNAIRE