FEATURE

MOONLIGHTING AS A GROWING PHENOMENON: A CASE STUDY OF A CONGOLESE CHRISTIAN UNIVERSITY

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Abstract. *This paper explores why professors at a rural Christian university—where traditionally moonlighting was not allowed–moonlight and the impact this practice has. A qualitative case study with semi-structured interviews and a focus group discussion with students and faculty was used to understand the phenomenon at a Christian university in the Democratic Republic of Congo. Findings suggest that moonlighting occurs for financial reasons, as a hedging mechanism against the uncertainty of the future, as a way to take advantage of available opportunities, for networking, for improvement of professors' intellectual capacity, and for academic ranking at the national level. The phenomenon results in superficial teaching, limited personal contact with students, and reduced concentration on daily teaching activities. In addition, it increases the risk of burnout and reduces the time spent with the family. The study has implications for human resources management and quality of education as well.*

Keywords: moonlighting, professor, students, case study, salary, case study, university, Democratic Republic of Congo, Africa

Introduction

In the past, getting a job may have been common and even expected in most organizations. When someone had a job, he or she was most likely expected to show loyalty through long-term commitment. Downsizing, restructuring, and laying off the employees have become the norm in the twenty-first century. Employees are no longer expected to stay for life in one organization. In fact, Holbeche (2015) argues that the new emerging psychological contract between employees and employers implies that "employees should no longer expect job security or career progression within the same company unless they [are] exceptional" (p. 31). Employees now need to take responsibility for their own growth and future employability (Holbeche, 2015). They have to be agile, multi-skilled, and ready to survive in the uncertain, complex, and ever-changing workplace climate.

One strategy that employees use to prepare for the worst is moonlighting; that is, concurrently holding more than one job. As seen in the existing literature, medical doctors (Dolado & Felgueroso, 2008, Saxon, 2015), nurses (Rispel, Blaauw, Chirwa, & de Wet, 2014), and politicians (Campbell & Cowley, 2015) have resorted in moonlighting to increase their income (Lubowa, Katwalo, Kibas, 2014; Wehr, 2015). They create small shops, drugstores, private clinics or law firms. Others settle for consultancy. Moonlighting has thus become an option for many, including professors, to meet the common expenses of their household (Heineck, 2009).

Traditionally, educators were not allowed to hold multiple jobs. The rationale was that; first, employees were supposed to have only one employment (Betts, 2006). Second, they needed time to deal with students because the quality of education provided was expected to shape the prosperity and future of people and nations (Babbar, 1995). Moonlighting, however, has become common in the teaching profession (Parham, 2006). For instance, Ologunde, Akindele, and Akande (2013) asserted that moonlighting of Nigerian university lecturers affected negatively their performance in terms of hours of lecturing per week, the number of projects supervised, and the number of papers published. State Minister, Dr. John Chrisostom Muyingo (as cited in Wesonga, 2011) argues that moonlighting reduces the quality of education in Uganda since "lecturers are not concentrating on the students because [of] moving from one university to another and failing to conduct research or publish their findings" (para.1). These are just some of the obvious negative outcomes.

While moonlighting is a prevalent phenomenon in the world (Husain, 2014), it has not been extensively addressed (Amuedo-Dorantes & Kimmel, 2009) due to the difficulty of obtaining data (Husain, 2014), the hesitation of moonlighters to

disclose their activities, and the low response rate of surveys (Betts, 2002). Yet, there is little research to help understand why teachers moonlight and what push them to have more than one job (Parham, 2006), especially in a Christian university, as is in the current study. There is a dearth of qualitative research on moonlighting conducted from the perspective of moonlighters in a Christian and private institution. This study aimed at shedding light on the issue of why some university professors choose to moonlight when there is a policy forbidding this practice. The results of this study contribute to the understanding of moonlighting behavior in a Christian university by focusing on the motives behind the phenomenon and its consequences.

Review of Literature

Husain (2014) defines moonlighting as "having a second job, part time or full time, in addition to a primary full-time job" (p. 6). The job may or may not be in the same line with the first one. It may be temporary or permanent (Sangwan, 2014). In this study, moonlighting refers specifically to a professor' teaching concurrently in more than one university. The word "professor" in this paper refers to anyone assuming a full-time teaching position at the selected Christian university, despite his or her highest academic degree or ranking.

Several theoretical frameworks have been used to explain moonlighting. Betts (2006) classifies them into economical approaches and dispositional approaches. Economic approaches consider moonlighting mainly as a source of income. Dispositional approaches consider that there is more to moonlighting than financial necessity. The first dispositional framework was the theory of deprivation. Moonlighters are considered economically and socially deprived. The second dispositional framework is the aspiration theory. Moonlighters are considered as special people with higher aspirations and more energy. It is a more positive view compared to the deprivation theory. Betts argues that it led to more support than the deprivation theory.

Many factors explain why people moonlight. Wisniewski and Hilty (as cited in Raffel & Groff, 1990) suggest three reasons for moonlighting: improving one's financial situation, developing one's hobbies or interests, and making oneself ready to leave the teaching profession. Raffel and Groff (1990) found that "the more a teacher is in the role of breadwinner, the more likely he or she is to moonlight" (p. 410). They found that the major reasons for moonlighting were financial and diversionary or development factors.

For economists, moonlighting rates may be an answer to labor market fluctuations. In fact, Allen (1998) argues that holding more than one job is the result of a rational reaction to underemployment at the primary job. When the person cannot reach the intended utility from the first job, works lesser hours on

the primary job than desired, that person may look for an additional one to compensate for the remaining available working hours. Amuedo-Dorantes and Kimmel (2009) maintain that workers moonlight to stabilize their family income when unemployment rate is high, the salary is low, and when there is some expectation in a "future economic downturn rise" (p. 5).

In their review of the literature, Heineck and Schwarze (2004) indicate that among the reasons for moonlighting are financial concerns, experience and skills for the forthcoming occupation, joy that comes from a second job, and job insecurity. Husain (2014) gives two main explanations: the earning constraints and the search for a preferred job portfolio. In the case of job portfolio, the focus may be on diversity in job tasks, job differentiation, high employment uncertainty on the first job; as a form of insurance to mitigate financial shocks during downturns (Hirsch, Husain, & Winters, 2016), or husbands' decisions to hold second jobs as a substitution for wives' labor force participation (Husain, 2014). Sangwan (2014) gives a summary of the reasons as follows: monetary benefits, work experience in a short span of time, acquisition of new skills, exploration of career options, job security, and a need for setting up one's own business.

Nunoo, Darfor, Koomson, and Arthur (2016) studied the effect of employment security on the workers' moonlighting behavior in Ghana. They found that increased security of employment for people with a single job increased the likelihood of the decrease in moonlighting. However, they found that people who had two or more jobs had an increased level of more moonlighting behavior.

When looking at the kind of people who moonlight in the United States of America, Amuedo-Dorantes and Kimmel (2009) found that (1) Blacks moonlight more than Whites; (2) married men, men with greater family responsibilities, men and women in higher revenue regions moonlight less than single men, men with fewer children, or men residing in poorer states; (3) more educated people seem more likely to moonlight; (4) an increase in revenue and working in private sector were linked to the reduction of moonlighting; and (5) the characteristics of the primary job influence moonlighting. For instance, employees with longer tenures in lower skill occupations were more likely to moonlight. In his research about why unmarried people moonlight, Allen (1998) found that (1) unmarried young women had more incentive to moonlight to save for the future than older unmarried women; (2) women searched for an additional job to meet family responsibilities than men did; and (3) larger extended family reduced the possibility of moonlighting. All these findings from different studies show that there are socio-economic factors that push people to be involved in moonlighting.

Moonlighting has an impact on the quality of service. For Theuri (2012), the quality of university education is intricately interwoven with the caliber of its academic staff, their motivation, and commitment to the university itself.

He asserts that to boost staff morale, contractual terms of service should be more attractive than the private sector, non-salary benefits need to be improved, which can be done by reducing teaching and marking overloads, by aggressive recruitment, and by improving internet connection to give an opportunity for students to seek and find needed information by themselves.

Raffel and Groff (1990) assert that "moonlighting per se is not necessarily a negative or unprofessional activity, and thus it is appropriate to ask deeper questions about the speculation and research presenting the dark side of teacher moonlighting" (p. 404). They report, however, that family and social activities are the most affected aspects by having an extra job, followed by reading and private study, physical well-being, and moral or mental health. Sangwan (2014) argues that moonlighting brings also some issues such as overworked employees and poor health, threat of competition, business secrecy with the possibility of conflict of interest, inefficiency due to dealing with more than one job, and an ethical dilemma when working for two employers from the same industry. On the positive side, moonlighting has been found to provide the following advantages: increased job mobility (chance of getting a new job), access to a strong network due to being in contact with more people, improved skill set, and low employee turnover (Sangwan, 2014).

Given that moonlighting is rampant in the Democratic Republic of Congo and it is not very much research, this study was needed to understand the causes and impact of moonlighting, and how to address the phenomenon. This case study addresses the following questions:

1. Why do professors engage in moonlighting?
2. What are their perceptions on the impact of moonlighting?
3. How should the phenomenon of moonlighting be addressed effectively?

Methodology

The current study utilized a qualitative approach which is appropriate when there is a need to hear participants' voices and to understand in depth the issue at hand (Creswell, 2013). Discussion of research design, sampling, data collection, analysis and trustworthiness are presented below.

Research Design

It was the main goal of the study to understand why professors at the selected Christian university were involved in moonlighting, what they thought about the practice, and the effective way of addressing it. The exploratory case study approach was used. In fact, when someone studies a "unique and defined social entity as a unit of analysis" (Haunschild & Eikhof, 2009, p. 110), a small number of cases in depth (Al-Qurtas & Zairi, 2003), and a group (Hancock & Algozzine,

2006) in this case, the group of moonlighters, case study is one of the most appropriate designs.

It is also appropriate when cases provide an opportunity for unusual research access (Yin, 2014). For Cepeda and Martin (2005), case study is appropriate for two main reasons: studying the issue in a natural setting and answering "what", "how", and "why" questions to understand a complex issue. The university where the study was conducted provided a natural and appropriate context due to the presence of moonlighters. Second, the phenomenon was common in the region. Third, no study had been done in the region about the phenomenon, although it is a common phenomenon in most universities in eastern Democratic Republic of Congo.

Research Setting

This study was conducted at a private Christian university in the eastern part of the Democratic Republic of Congo. The university has existed for over 2 decades. It offers bachelor's and master's programs in education, health professions, English language teaching and literature, education, agriculture, business, computer science, and theology. It is one of the renowned universities in that part of the country. All the regular faculty members are Christians of the same denomination, although adjunct faculty are mainly from various Christian denominations. The eastern part of the country is notoriously known for the terrible and deadliest wars in the country over the past couple of decades. As a result, the socio-economic life in that part of the country has been greatly negatively affected.

Sampling

In this study, purposive sampling was used to select participants for who were deemed able to provide the best information and for their contribution to the understanding of the research problem (Creswell, 2013). Six professors were purposefully selected for this study. Four of them assumed some administrative positions such as department heads at the selected Christian university. For all the six professors, however, their primary responsibility was teaching. Among them, four were teaching in other higher education institutions; that is, they were moonlighters. The other two professors were not involved in moonlighting. These were included to understand the outsider's view on the phenomenon of moonlighting. Those who had farming activities and other kinds of extra jobs were not included in this study. Participants came from different departments of the university. In all, four professors involved in moonlighting, two non-moonlighters, and a group of 20 master's students from the business and information technology department took part in this study.

Data Collection

Creswell (2012) gives seven phases to be followed during data collection: selecting cases that meet the criteria, obtaining the permission to undertake the study, contacting potential participants with clear assurance of confidentiality and anonymity, starting data collection as soon as possible to maximize the amount of data to be collected, writing records of the interview, discussing field notes with participants, coding and storing data using the coding system. These are the steps that were followed in this study.

Semi-structured interviews were used. They were conducted face to face. Some of them were recorded when the interviewee granted permission for recording. Notes were taken during the interview. Two professors not involved in moonlighting were interviewed using Skype. They typed their answers. A focus group of 20 master's students was used to discuss moonlighting in one classroom.

Data Analysis

In qualitative research, data analysis is done in a way to report patterns that emerge from data (Daniels, 2012). It involves preparation and organization of data for analysis and results in the reduction of data in themes through coding (Creswell, 2013). Data analysis of this study was done following the steps provided by Dodge (2011). The first step was to organize and prepare data for analysis. Most interviews were done in French. During this step, the text was translated from French to English. Data transcription was done question by question in a Microsoft Excel table.

The second step was to read, understand, and reflect on data in order to make sense of what respondents said and to look for common themes. In the third step, the complete coding process took place. Data was sorted by question. The answers of each respondent were read and main ideas emerging from the reading were transcribed in the next column. In the fourth step, the coding process moved to the description of the categories. The fifth step was to assess how to present the qualitative narrative. It was to link themes to narrative passages. The last phase was to interpret the meaning of the data.

Trustworthiness

The current case study used triangulation of data to ensure consistency and dependability of the findings. It was done by interviewing four professors involved in moonlight, two who do not moonlight, and 20 students who felt the impact of moonlighting professors. Methodological triangulation was done by using two methods: interview and a focus group discussion. Member check was also used by bringing back to the participants the written interview for accuracy.

Last, this manuscript provides enough audit trail to help increase the study's trustworthiness.

Researcher's Reflexivity

One of the authors of this study has extensive experience as a professor and living in the same region where the phenomenon was prevalent. This helped to draw rich meaning from the answers of the respondents, although it could also bring some unwanted bias about moonlighting. This experience was complemented by the other author who has expertise in qualitative research and helped challenge some of this possible bias and to present a more balanced view of the study. The two together complemented well each other's backgrounds that could have weakened this study.

Results

The purpose of this study was to reveal the reasons why professors at the selected Christian university are involved in moonlighting, the impact of moonlighting, and what can be done to deal effectively with the phenomenon. Qualitative data was gathered using semi-structured interviews and a focus group discussion. Participants described their perceptions about the phenomenon. The following research findings are based on those perceptions and are categorized according to research questions.

Antecedents of Moonlighting

There are many factors that push professors into moonlighting. They include mainly financial gain or needs, fear of the future, the need to be on government payroll, increased family expenses, lack of commitment, need of external recognition and usefulness, need of a recognized academic ranking in the public system, tedious process for private academic ranking to be nationally recognized, hourly load pay rate in public institutions, connection with the university that facilitated faculty employment at a public institution, improvement of intellectual capacity, better opportunities in the public system, tourism, pressure of the first job, networking, preparation for a way out from the private sector, job insecurity and job alternative option, help to schools without sufficient faculty, and diversification of the earning portfolio. These several categories were classified into five general themes: economic reasons, personal reasons, opportunities, hedge for the future, and challenges of private academic ranking. The following sections discuss each theme.

Economic reasons. The concepts that describe monetary issues were grouped under the theme of economic reasons. In fact, most participants asserted that the main reason why professors moonlight is economic. They want to increase their

income and to improve their living conditions. The theme has two categories: financial gain and monetary attractiveness in public institutions.

Financial gain. Money is important to meet family obligations and expenses. One participant emphasized that professors moonlight "to gain a little more money compared to what is earned locally". Another respondent said that "the salary that we receive in our university … does not cover all [our] needs". Nunoo et al. (2016) emphasize that people who earn a low income on the first job are more likely to look for a second job to fulfill their multiple needs.

Monetary attractiveness in public institutions. Public universities and institutions present several opportunities for professors to earn additional income. First, the teacher can be on the government payroll and receive a regular salary every month, according to Participant 2. Second, the same participant indicated that in public universities, professors get a certain amount of money for every hour they teach besides their regular monthly salary. Third, they are able to charge a much higher price for their handouts compared to the price found in private universities. In Congo, university students are required to purchase handouts prepared by the professors due to the lack of textbooks and adequate bookstores. These factors make moonlighting in public universities attractive for professors from private universities.

Personal reasons. There are many personal reasons that push a professor to moonlight, based on the collected data. Some are positive and others, negative. Five concepts were categorized under the personal reasons category: need of external recognition and feeling of usefulness, networking, improvement of intellectual capacity, exploration or tourism, and lack of commitment.

Need of external recognition and feeling of usefulness. Some professors moonlight because they want to be well known as experts in their field. External recognition and feeling of usefulness are important in their life. It gives the feeling of self-worth. It increases self-esteem and provides a way of self-marketing. People who want to be recognized and valued outside their regular workplace look for ways to make this happen by moonlighting.

Networking. Moonlighting increases the person's network of contacts and acquaintances. such networking can be useful in the case a professor wishes to start working full time in a public university. Building relationships matters in people's life in general.

Improvement of intellectual capacity. Moonlighting allows the improvement of intellectual capacity. This growth occurs as the result of a professor having to teach some courses that he or she does not teach at the regular workplace. Additionally, teaching in different universities gives access to different students and probably different challenges, and experience. To remain effective in the long

run, professors needs to continually learn and improve their knowledge. Moonlighting provides some kind of professional development opportunity.

Exploration or tourism. Teaching in other institutions is considered a way of exploring new places—some kind of tourism. Most of the time, professors are received in guest houses and hostels they could not have afforded by themselves. In addition, they do not face pressures from the first job and thus, moonlighting helps them rest.

Lack of commitment. The third reason is lack of commitment. Commitment is important to provide good service. In many Christian institutions, it is asked of professors to be committed and to offer themselves as a living sacrifice to God and His work. When a teacher is no more fully committed to his or her work, he or she can easily look for another job.

Hedge against the uncertainty of the future. People fear the future. They worry about tomorrow, the exact opposite of Jesus's command of not worrying. This fear makes moonlighters look for some hedging mechanisms for any future uncertainty. Moonlighting is therefore done in preparation for academic ranking in the public sector, for job security and alternative job options, and to protect former relationships professors may have had in their prior employment at a public institution.

Academic ranking in the public system. For professors in the private sector, one of the major reasons for moonlighting is the need for academic ranking in the public institutions so that they may be recognized by the state in order to receive a decent and regular salary from the government. In fact, public institutions pay better salaries than private ones in Congo. Some professors are engaged in moonlighting as preparation for joining the public sector. Moonlighting allows professors to earn the needed experience of teaching in a public university while still in the safe comfort of their regular job in the private sector. It also makes them ready to move easily from the private to the public sector, when time comes to do so.

Job security and alternative. Some professors feel that they must be prepared for future uncertainty by preparing for an alternative job. The world continues to change. Long-term job security is not guaranteed for anyone. Organizations are not obliged to keep employees for many years. So, moonlighting provides a way to prepare for the worse. According to data from the focus group discussion, moonlighting is done for the diversification of the teacher earning portfolio. Moonlighting is "a way to avoid putting all your eggs in one basket". So, job insecurity at the private institution and the search for a job alternative may be the cause of some professors to hold concurrently two teaching positions. Nunoo et al. (2016) found that employees who felt that their employment was secure were less likely to moonlight.

Protecting significant relationships. Moonlighting helps professors maintain relationships with the public institutions where some professors at private institutions may have worked before. When some professors move from the public to the private sector, they like to keep those relationships strong by continuing helping their former employing institution. Although it may not be common these days for professors to leave the public sector for the private universities, it does sometimes happen.

Moonlighting opportunities. Opportunities represent the openings that enable professors to be involved in moonlighting. Without such an opening, moonlighting as defined in this study may obviously not occur. As one participant indicated, moonlighting occurs when the professor wants "to help those schools which have no expertise that [he or she has]". In addition, another student indicated in the focus group that "as humans, we have varied needs. Even if they give you USD100,000, if another university needs you elsewhere, you will most likely go". Without opportunity, therefore, there cannot be moonlighting. Moonlighting opportunities increase professors' desire to moonlight.

National academic ranking. The process involved in academic ranking in private institutions at the national level can influence professors to moonlight in public institutions. For many professors, academic ranking in private institutions is seen as a long and tedious process, with the ranking at private institutions acceptable in less institutions than the ranking from public institutions.

Indeed, academic ranking in the private sector is a long process and is not easily recognized in public institutions until it is made official by the Ministry of Higher Education. In the private sector, the professor is ranked locally and his or her rank is later recognized by the central government. This process is a long and tedious one in private institutions. It is much easier in the public institutions. Once professors receive their academic ranking in the public institution, this ranking is recognized in both private or public institutions nationwide. Ranking in the public sector is therefore more beneficial and it is more effective and efficient.

Effects of Moonlighting

Moonlighting has many negative effects. The effects that came out of the data were focused on teaching, research, health, family, and the primary job. This section discusses each one of them. These effects give a glimpse of the complexity and terrible impact that moonlighting has.

Effects on teaching. Different opinions emerged from the interviews regarding moonlighting effects on teaching. One interviewee asserted that moonlighting may not impact teaching if the professor is capable of respecting his or her teaching load. However, he affirmed that when there is a conflict related to moonlighting, such a situation may affect the professor's mood and teaching

effectiveness. In fact, he said that "professors not only communicate knowledge, but help shape [students'] character." Students are watching when professors are ineffective in their duty when involved in moonlighting.

The quality of education is affected particularly at the professor's regular job. As professors try hard to fulfill their teaching load, they "tend to fly over materials needed for learning. The [moonlighters] does not perform the daily tasks required in teaching such as grading the assignments. They no longer give quizzes" (Participant 3). When a professor is overloaded with moonlighting activities as asserted by the Participant 6, he or she "has no time to prepare and to update the course …Such professor does not care [much] about students, …thus a negative impact on student learning". Professors in moonlighting tend to procrastinate in scoring assignments and tests. Students cannot receive timely feedback to help them learn well.

The impact on teaching may be not only on the primary institution but also on other universities where the professor moonlights. The second participant argues that "when we go to other institutions, courses are offered quickly and this lessens teaching effectiveness. Teaching becomes superficial". The quality of teaching and learning is thus compromised.

Effects on research. The teaching overload has a negative impact on personal research. When the professor "goes beyond the limits… [there is no] time to do research" (Participant 5). Lack of research production affects the professor's teaching effectiveness as nothing new may be added to the courses on a regular basis. Thus, professors involved in moonlighting fail to fulfill one of the major tasks expected from educators teaching in higher education institutions; that is, producing and disseminating new knowledge through research (Wa-Mbaleka, 2015).

Effects on health. Most participants indicated that moonlighting has a negative effect on the moonlighter's health because of the work overload. Health deteriorates as a result. Aging may come prematurely and life expectancy may even decrease, according to Participant 2. It can also increase the risk of burnout (according to Participant 3) and fatigue according to Participants 4 and 5, and Wehr (2015). However, according to Participant 4, if the moonlighter has a moderate teaching load in the second job; that is, less than 120 hours, he or she may be able to manage it without facing serious health issues.

Effects on family. The moonlighter's family can benefit or suffer from moonlighting activities. On one side, according to Participant 2, "there is an advantage in terms of financial gains" for the family. Participant 5 indicated that the family benefits from moonlighting in terms of increased revenue. On the other side, the negative impact of moonlighting on the family may be premature death, road accident (Participant 2), abandonment of the family for a long time

(Participant 3), absence that may influence negatively the education of the moonlighter's children (Participant 4), and time spent with the family that may be significantly limited (Participant 5).

Effects on the primary job. Moonlighting has many effects on the primary job. While some may be positive, most of them are negative. The positive effect for some universities is the percentage of generated income brought by the moonlighter to his or her primarily employment organization (Participant 2). In some universities where moonlighting is regulated, the moonlighter is expected to share a percentage of the financial gain to the primary employer.

Three negative effects were indicated in the interviews. First, moonlighting may play a negative role in the recruitment process of the primary university. If moonlighters teach well at the other institutions, this may lead students at their primary employing institution to move to those other institutions. The second effect is the conflict and increased misunderstanding that occur when someone goes moonlighting without the school's prior approval. The third one is related to ethical and moral values. When it is not allowed by the school, some professors may resort to lying to make time for moonlighting (Participant 6). Some of these lies and baseless justification include, but are not limited to, professors stating that they are sick, have a family meeting, or are going to their farm. Thus, some professors at this Christian university may result in compromising their ethical and moral values.

Most of the participants asserted that moonlighting has no negative effect on the primary job if it is legislated. As Participant 5stated, "if the employer defined spaces and circumstances under which this can be done, regulate the whole process and that the professor remains within the limits of the law, I believe that there would be no problems". This contrary case shows that people may be divided on this seemingly controversial issue.

Reducing the Moonlighting Behavior

Opinions differ on how to thwart moonlighting and even on the suitability of being involved in it in the first place. The first opinion is to have a good working climate and environment where there is less social conflict, increased unity, good governance, and spirituality (according to Participant 1). Participant 1 indicated that the university "must have good administrators capable of reassuring workers" and the workers need to be more committed to their work and calling. The third opinion is that; it is difficult to reduce completely the phenomenon since there are laws in the government that legislate the phenomenon and people base their decisions on those texts.

Some participants believed that the phenomenon can be reduced to some extent. One way to do it is to upgrade more faculty and limiting the number of

new universities (according to Participant 4). This can reduce the number of opportunities for moonlighting, thus reducing significantly the phenomenon. In addition, moonlighting should be legislated by defining conditions that need to be met before going out for moonlighting and by bringing back a certain percentage of the financial gain (according to Participant 6).

Participant 5 stated that, because one of people's main reasons for moonlighting is money, "the simple and logical solution to decrease the phenomenon …[is] to increase the salary of professors". The same participant, however, was skeptical with this solution because he observed that, for instance, "in public institutions, [professors] earn over USD2,000 a month but they continue to engage in moonlighting". While salary increase may seem to be a logical solution, attention should be drawn to the fact that financial gain is not the only reason why people engage in moonlighting. Salary increase alone may not stop people from moonlighting. Legislating the phenomenon seems to be a more crucial solution both at the local and national levels. Nunoo et al. (2016) indicated that increased wages at the primary job was found to reduce moonlighting behavior even for people with multiple jobs; thus, the importance of re-evaluating the salary packages of professors and additional income generation within the private institution.

Conclusion and Recommendations

This study aimed to address three major aspects of the phenomenon of moonlighting; that is, why professors moonlight at the selected Christian university, impact of moonlighting, and how to address the phenomenon. The study showed that there are several reasons that make professors moonlight. Five main themes emerged from the data: economic reasons, personal reasons, moonlighting opportunities, hedge for the future, and long and tedious academic ranking process in private institutions.

Moonlighting was found to have many effects, both positive and mainly negative. Moonlighting has a negative effect on teaching, research, professors' health and life expectancy. It can lead to possible road accident, compromise with moral and ethical standards, student enrollment, and limited time the moonlighter spends with his or her family. On the positive side, moonlighting generates additional income for the family. In addition, it can generate more revenue for the primary employing institution, in this case, the Christian university.

Findings of this study show that it is difficult to curb effectively the phenomenon of moonlighting because it is legislated in some way by the government and it is a complex phenomenon. Those engaged in moonlighting find some cover under government regulations. Of some of the practical solutions, recommendations were made to increase the salary of professors, provide more

in-house opportunities for them to generate additional income, and increase the number of qualified professors while reducing the number of new institutions, which would lead to a lot less moonlighting opportunities. In addition, putting in place mechanisms to legislate the phenomenon at each higher education institution may help reduce its negative impact on teaching and learning. Opportunities for networking, improvement of salaries and skills should be provided to professors within an acceptable rule of conduct. Promoting employment security for workers can reduce multiple job holdings too (Nunoo et al., 2016).

This study has some limitations. First, the focus was limited to one Christian university. Therefore, generalizability is left to the reader (as recommended in qualitative research) because it cannot be extrapolated to all Christian universities. Second, the definition of moonlighting in this study focused solely on teaching activities. Yet, we acknowledge that moonlighting is a much broader concept. More research can be conducted using the inclusion of other types of moonlighting. Future research can also focus on approaching the same issue from the quantitative research perspective. Other research could add professors working in public and other private universities for unearthing more insights about the reasons behind moonlighting and how to address this phenomenon adequately. It may also be important to understand why some professors in public universities who receive significantly high salaries still go after moonlighting in the Democratic Republic of Congo.

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