

**TEACHERS' MOONLIGHTING AND ITS IMPACT ON THEIR JOB
PERFORMANCE IN DAR ES SALAAM REGION SECONDARY SCHOOLS**

CONSOLATA MULOKOZI

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: “*Teachers’ Moonlighting and its Impact on their Job Performance in Dar es Salaam Region Secondary Schools*”, in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies, of The Open University of Tanzania.

.....

Dr. John Soka

(Supervisor)

.....

Date

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DECLARATION

I, **Consolata Mulokozi**, do hereby certify that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to the beloved family of the late Domitian Mutalemwa Mulokozi.

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I thank the almighty God for his grace and provision that enabled the completion this research study successfully. I am grateful to my supervisor Dr. John Soka for his time and commitment in guiding me to write a comprehensive report of the study undertaken. Special thanks to go to Mrs. Lilian Musa, Mrs. Happy Massenga, Mr. Daniel A. Nyato, Mrs. Colleta Haule, Miss Joyce Rutabanzibwa, Mr. Frank Felix and all my course mates for their encouragements and inspirational that guided me throughout the study. Finally I thank all my sisters and brothers particularly Mr. and Mrs. Swirtbert S. Kashaga for their financial support and advice at various levels of my studies. May God bless them abundantly.

ABSTRACT

This study was conducted to establish how teachers' moonlighting and its impact on their job performance in Dar es salaam region secondary schools. The research was guided by three research questions these questions were: What are the nature and forms of teachers' moonlighting in Dar es Salaam region secondary schools? How the moonlighting affects teachers' job performance? What are the mechanism head teacher's uses in combating teachers' secondary job problems? A total of 205 respondents involved in this study. Quantitative and qualitative techniques used to get information from the respondents. The quantitative techniques used to get information from the teachers and students by means of questionnaire whereas qualitative techniques were used to get information by means of interview guide. Data analysis was done by both quantitative and qualitative in which responses were counted into frequencies and percentages. The findings revealed that the activities done by teachers in Dar es Salaam are teaching private tuition, petty trade, part time teaching, salon activities, photographing and attending small garden. The study also reveal the causes of the teachers moonlighting behavior among them were insufficient salary, lack of incentives, extended family, introduction of double session and high demand of teachers. The results of the study also reveal that moonlighting for teachers affects teachers' job performance in Dar es Salaam. The findings shows that the ways used by heads of school in curbing teachers moonlighting problems that were teachers' folio inspecting, provide incentives, warning letter, special form, and physical follow up. Basing on the findings of the research study recommendations have been made concerning moonlighting for the teachers and its impacts for their job performance in Dar es Salaam region.

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LIST OF ABBREVIATIONS AND ACRONYMS

DAS	District Administrative
FGDs	Focused Group Discussions
MOEC	Ministry of Education and Culture
OUT	Open University Tanzania
RAS	Regional Administrative
SEDP	Secondary Education Development Program
SIDA	Swedish International Development Cooperation Agency
TAHOSA	Tanzania Heads of School Association
TPR	Teacher Pupil Ratio
TSD	Teachers Service Department
UNESCO	United Nation Education
URT	United Republic of Tanzania
USA	United State of America
WCOTP	World Conference of Teaching Professional

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction and Background to the Study

This chapter present the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and scope of the study, conceptual framework

1.2 Background to the Study

In recent years, the percentage of teachers working in extra jobs has been increasing. This tendency has been commonly referred to as moonlighting, which sees teachers divert from their primary jobs to secondary jobs. According to Kimmel and Conway (2000), moonlighting is a reflection of the worker's choice to pursue entrepreneurial activities while maintaining the financial stability offered by the primary job. This means that, many school teachers work outside of the school system for additional income during the school hours so as to enhance their wages and improve their living condition. Kadzamira (2006) points out that most of the teachers in Malawi were engaged in moonlighting activities in order to generate extra income, which mostly contributed to the poor performance in the public examinations. In that sense, moonlighting seems to be commonplace for teachers in Malawi to split their time between teaching and some other form of employment in order to meet their monthly financial obligations.

Revelations during heads of secondary schools meeting held in Arusha in Tanzania in 2012 were that, there were several teachers teaching in two or more schools daily, a

practice that may affect their performance (TAHOSA, 2012). Similarly, Hakielimu (2012) revealed that more than half of public school teachers work outside their school system for additional income during school hours. Likewise, the report by the Ministry of Education and Vocational Training (URT, 2012) shows that over 13 per cent of primary and secondary school teachers were not at work for weeks, months or even years and the main reasons include moonlighting activities.

According to UNESCO statistics 2009 as cited in Sumra and Rajani (2012), Tanzanian teachers spend the least amount of time teaching in their work stations, compared to moonlighting activities. Another study done by Uwazi (2010) recorded 56 percent of teacher absence in the sample schools, and in some schools as many as 70 percent of the teachers were not present at the time when the data were collected.

The report went on revealed that the incidence of teacher absence was highest in rural schools compared to urban schools and in government schools compared to community schools. It was discovered that 89 percent were teachers on government payroll, the reasons for absence was involved in moonlighting activities.

Having an extra source of employment and income is neither a new phenomenon nor an uncommon practice among teachers (Hakielimu, 2011). This practice has become so common that even some non-governmental organizations encourage teachers to participate in moonlighting to supplement their teaching salary by providing them with entrepreneurship skills. Incidences of moonlighting by teachers in public school are also reported by Mosha (2011), Anangisye (2006) and Boimanda (2004) who

revealed that, in urban area of Tanzania, majority of the teachers are involved in tutoring, teaching tuition classes.

They have also taken loans from financial institutions which, amongst others, they use them for establishing petty business such as: selling cosmetics, farming, small business, taxi driving, photography, selling snacks and ice cream, running saloon and weaving clothes. In turn, they are obliged to pay back the loans, which are deducted from their monthly salary. As a consequence, they remain with little money, hence opting for moonlighting.

Despite increase in number of graduate teachers, many teachers do not report to rural schools when they are posted. As a result, there is increasing shortage of teachers; especially science teachers. The teacher to pupils' ratio (TPR) in public schools has risen from 1:26 in 2005 to 1:49 in 2009 (URT, 2013). This problem of shortage of teachers compels those few available teachers to divide their time from one school to another and from one job to another; which in essence leads to moonlighting. From the afore-cited revelations, it is becoming apparent that efforts directed at improving quality of education provided and students' achievement in secondary education schools are likely to end in vain, unless teacher moonlighting problem is also addressed.

1.3 Statement of the Problem

The quality of education depends much upon teachers' commitment to spend most of their time in preparation of teaching and learning processes (Mosha, 2011). However, in Tanzania, teachers are working in unsatisfactory economic conditions.

Consequently, many teachers are forced to moonlight to make ends meet. Although the decision to moonlight made by the individual teacher, there is a need to look on the extent to which the school system was affected by this decision. It was therefore the aim of this study to examine the nature, form and incidences of secondary school teachers' moonlighting and their impact on their job performance.

1.4 The Objectives of the Study

1.4.1 The Main Objective of the Study

The main objective of this study was to examine teachers moonlighting and its effects on teachers' job performance. The study specifically examined nature, forms and effects of moonlighting on teachers teaching performance in secondary schools Dar es Salaam.

1.4.2 Specific Objectives

Specifically the study aims to:

- Investigate the nature and forms of teachers' moonlighting in Dar es Salaam region secondary schools.
- Explore the effects of moonlighting on teacher's job performance
- To identify the strategies used by head teachers in combating moonlighting problems in the working place.

1.5 Research Questions

- i). What are the nature and forms of teachers' moonlighting in Dar es Salaam region secondary schools?
- ii). How the moonlighting affects teacher's job performance?

- iii). What are the mechanism head teacher's uses in combating teachers' secondary job problems?

1.6 Significant of the Study

Since this study examined the nature and forms and effects of moonlighting on teachers teaching performance in Dar es Salaam region secondary school in Tanzania, its findings would be useful in providing the following details to educational policy makers, planners, officials, practitioners and stakeholders:

- Current information on the nature and forms of teachers' moonlighting in Dar es Salaam region secondary schools.
- Understanding the extent to which teachers' moonlighting affects teachers' job performance in their permanent job.
- Gathering ideas on how to address teacher moonlighting problems in Tanzanian secondary schools.

1.7 Conceptual Framework

According to Reichel and Ramey (1987), a conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent study. It is a model that includes key concepts and variables that explain the relationships between the variables and concepts under investigation. The conceptual framework of this study involved a model with three variables namely as independent variables, mediating variables and dependent variables.

Independent variables in this study were moonlighting activities such as time teachers spending in parallel schools, tuition classes, or income generating activities.

The dependent variables in this study would be the outcome or effect of moonlighting activities on teacher job performance. Therefore, in this study, dependent variables were such as irregular classroom attendance, inadequate coverage of syllabus, poor monitoring and evaluation of student progress, inadequate time for lesson preparation, poor/delayed instructional feedback, overload and poor participation in extra curriculum activities leading to students' poor performance and failure to cover syllabus. On the other hand moonlighting helps teachers' earn extra money.

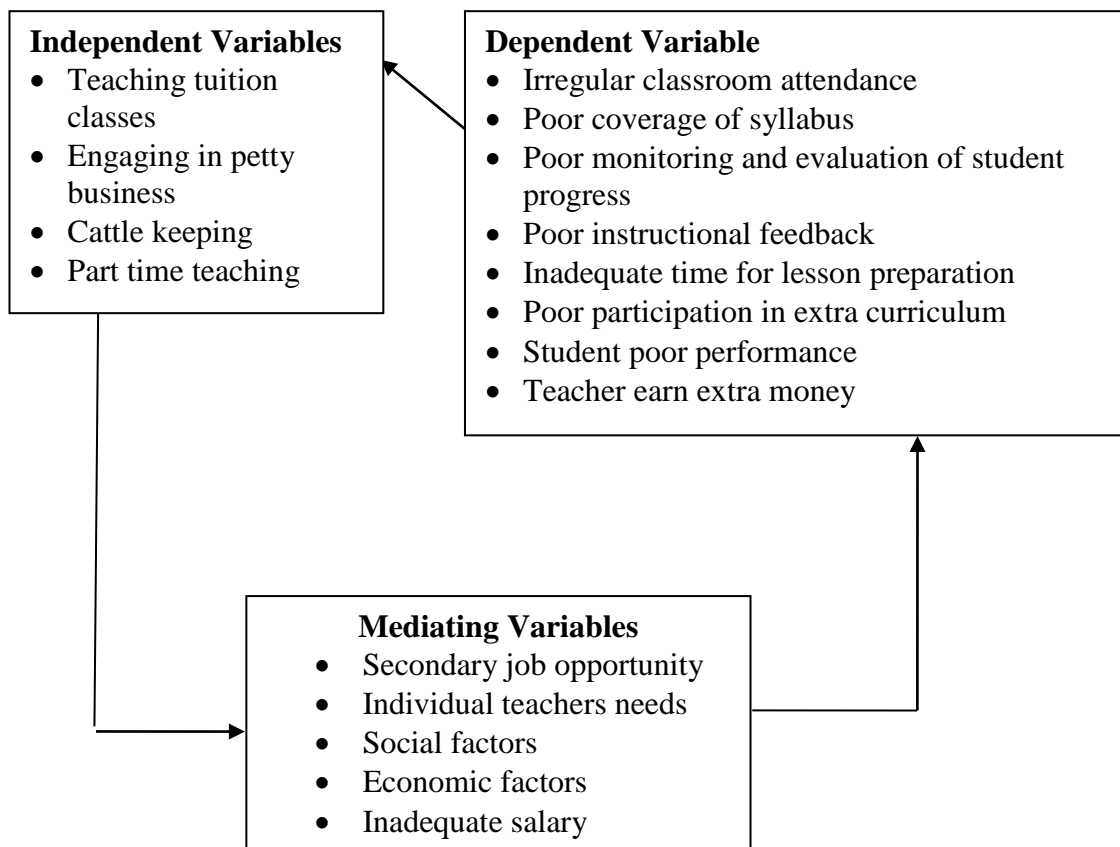


Figure 1.1: A Diagrammatical Representation of the Conceptual Framework for Secondary School Teachers' Moonlighting and Its Impact on Their Job Performance

Mediating variables collaborated with independent variables to change the behaviors. As far as this study was concern mediating variables cooperated with independent variables to influence the teachers' work performance. Therefore leadership style, incentives, salary and teaching and learning materials play an important role in improving teachers work performance.

1.8 Definitions of Key Terms

1.8.1 Moonlighting

In this study moonlighting referred to a situation where a teacher maintains primary employment and engages in additional work for pay.

1.8.2 Job Satisfaction

In this study it refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment.

1.8.3 Teacher Motivation

In this study refers to the willingness to exert high levels of effort towards educational goals conditioned by the effort's ability to satisfy some individual need.

1.8.4 Job Performance

In this study job performance refers to a function of the amount of time and energy (effort) that an expatriate devotes to his/her job.

1.9 Scope of the Study

The research was conducted in public and private secondary schools in Dar es

Salaam region. The research focused on the nature, forms and impacts related to teachers' moonlighting.

1.10 Chapter Summary

This chapter covered background of the study, statement of the problem, objective of the study, specific objectives, and questions as well as significance of the study. It also covered scope of the study and chapter summary. The next chapter reviewed the available sources of literature related to the study.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on literature drawn from different countries in the world in general and Africa in particular. This included: Concept of Moonlighting, Theory of Motivation and Job Satisfaction in Relation to Teachers Moonlighting, Teachers' Moonlighting, Causes for Teacher Moonlighting and Teachers' Moonlighting and Education Provision.

2.2 Concept of Moonlighting

Moonlighting reflected growing financial stress arising from declining earnings, as well as an increased need for flexibility to combine primary job and other jobs to meet family and personal needs.

Kimmel and Conway (2000) state that approximately 40 percent of moonlighters report taking the second job due to economic hardship. Additionally, moonlighting is a reflection of the worker's choice to pursue entrepreneurial activities while maintaining the financial stability offered by the primary job.

In economic terminology, moonlighting arised from at least two distinct reasons; First, many individuals hold multiple jobs due to some sort of constraint on the primary job that limits job's earnings capacity and, second, moonlighting may arises because the wage paid in the first job may not completely reflect the benefits and costs to working.

According to Kimmel and Conway (2000), working on the primary job may provide the worker with the credentials to acquire a higher paying second job. And the second job may provide some satisfaction not received in the same amount or manner from the primary job. However, the costs and benefits of both jobs were more complex than the monetary wages paid, and they may be foregone value of leisure.

This optimizing behavior best explains why workers like teachers decided to take two jobs, and it's essentially moonlighting. March and Simon (1970: p.115) described the nature of moonlighting by stating that, "When jobs are plentiful, voluntary movement out is high; but when jobs are scarce voluntary mobility is low".

Availability of other alternatives induced moonlight intentions into employees by providing comparative benchmarks by which the worker can compare with a situation in the present company. From March and Simons (1970) observation, one can identify areas where moonlighting is more likely to take place. For example Moshia (2011), Anangisye (2006), Boimanda (2004) and Babyegeya (2002) revealed that in urban areas of Tanzania majority of the teachers have taken a loan from financial institutions which led to the monthly salary deduction to pay for the loans.

Since teachers have their small monthly salary deducted and remain with little money, they engage in tutoring, teaching tuition classes, they have also opted for petty business such as: selling cosmetics, farming, small business, taxi driving, photography, selling snacks and ice cream, running saloon and weaving clothes. Parham (2006) studied teachers moonlighting in USA and found out that engaging in

other business activities which are not similar to teaching as well as opting to teaching different schools as part time have impacted both teachers' job performance and the quality of instruction they provide. It is not unlikely that a situation like this in Tanzania exists and had in one way or another also affected teachers' profession as well as the quality of education.

2.3 Theory of Motivation and Job Satisfaction in Relation to Teachers Moonlighting

Excellence in preparation, selection, recruitment and retention of staff for continuity, stability and effective performance is one of the major roles of school management. The literature showed that good and successful staff to remain in one job connotes job satisfaction of workers of a given organization. This was due to needs' satisfaction met by the employer.

2.3.1 Expectancy Theory

Vroom and Deci (1970) note that, the more a person's needs are satisfied in the job, the lower the probability that he or she will subsequently engage in secondary job (moonlighting). This means that whenever there is a problem of teacher moonlighting, the management should first study the needs of the employees. Arguably workers participation in managing the affairs of the organization can go a long way in solving the organization's problems. Workers' participation motivates, due to the perception that the organization cares for or supports them.

According to Herzberg (1968) and Allen, Show, and Griffith (2003), variables like amount of salary given, planned incentives, fringe benefits, company's promotion

policies and working environment play a very important role. Adequacy and availability of these factors within an organization leads to positive perception of organization support.

As a result, job satisfaction and commitment to the organization staff is realized. However, there were also individual factors which may contribute to teachers moonlighting even in the absence of job satisfying factors. These included work intrinsic factors, like individual interest on the work or organization, and the people one works with.

2.3.2 The Goal Theory

Locke (1976) describes that people's goal or intentions stand as important part in determining behavior. People strive to achieve goals so as to satisfy their emotions and desires. Goals guide people's responses and actions; a goal directs work behavior and performance which lead to certain outcome. People with specific goals perform better than those with no set goals.

The main premise of goal theory is that satisfaction is determined by a discrepancy between what one wants and what one gets in a job. It also emphasizes that motivation is an elusive term, which varies from one individual to another.

The implication of this theory in Teachers' moonlighting is that inadequate salary, poor incentives and fringe benefits and poor working environment cause teachers' failure to achieve their life goals, hence opt for a secondary job.

2.3.3 Maslow's Hierarchy of Needs Theory

Maslow (1943), as cited in Moorhead and Griffin (2004), argues that human beings 'want' animals. They have innate desires to satisfy a given set of needs. These needs are arranged in a hierarchy of importance, with the most basic needs at the foundation of the hierarchy which is basic physiological needs (hunger, thirst); to safety needs (economic security); to social needs (belonging, love); to esteem needs (self-respect, achievement, autonomy); to self-actualization needs (growth to one's highest human potential).

Maslow believed that each level of needs must be satisfied before the level above it can become important. For that case, whatever a teacher is satisfied in a certain lower level of need could be a motivation to seek for higher level of needs, so in a situation like this moonlighting practice could be a better solution for teacher to go to upper level. Therefore, in reference to Maslow hierarchy of needs, apart from physiological needs, which mark the position of salary in an organization, the rest of the needs rest on the position of non-salary incentives. This could be satisfied through moonlighting.

2.4 Causes for Teacher Moonlighting

The following identified to be the causes of teacher moonlighting. They include teacher motivation, incentives, salary and working condition. A brief elaboration of each cause is provided hereinafter.

2.4.1 Teachers' Motivation

Teacher motivation may have a negative or positive effect on teacher and student

performance. According to Robbins (1989), teacher motivation is the willingness to exert high levels of effort toward educational goals conditioned by the effort's ability to satisfy some individual need. It appears then that teacher motivation may have far reaching implications for student learning. Teacher motivators can be referred to as those factors that operate within the school system which, if not made available to the teacher, could hamper performance, cause stress, discontent and frustration, all of which would subsequently reduce classroom effectiveness and the quality of student output (Ofoegbu, 2004).

A recent survey (Ofoegbu, 2004) done by of 772 randomly selected teachers supports the view that teacher motivation should be enhanced for the purpose of improved educational outcomes. The results indicate that teacher motivation is a viable factor for growth and development of education, that increased motivation enhances teachers' pedagogical and management roles, and that increasing teacher motivation can enhance classroom effectiveness and ultimately improve schools.

One of the most important findings from this study showed a relationship between teacher salaries and motivation. Ofoegbu (2004) found that a teacher needs not only adjustment and regular payment of salary and allowance but the right facilities for effective classroom management and school improvement.

Implications of this study included the critical role teachers played in the delivery of skills and knowledge to students, the need for policy makers, parents and society to understand the significance of teacher motivation, and the need to pay teachers a

salary more comparable to a professional wage in order to curb teachers' moonlighting. To get away of moonlighting good incentives plans coupled with working condition and rational organization policies should contribute to employee retention.

2.4.2 Incentives and Staff Moonlighting

Incentives and rewards help to increase job satisfaction. They contribute to economic achievement of the individual worker by solving some basic needs. This is in line with Maslow's (1954) hierarchy of needs, where he contends that one achieves higher level need after fulfilling the basic needs. Incentives reward and fringe benefits are important for motivation of employees because they induce sense of value to the individual worker. Fringe benefits are rewards for labor, given to a worker in the form other than salaries. These include attributes such as health services, sick leave, vacation policies and profit sharing. Fringe benefits can boost employee morale and increase efficiency, and attract new ones to join the company (Anderson, 2001; Galabawa, 1981).

Therefore, incentives are important for staff retention, including teachers. Without proper planning, incentives may lead to total dissatisfaction of workers and it can be one of the forces for teachers' moonlighting. According to Anderson (2001) and Galabawa (1981), lack of incentives therefore may lead to poor job performance hence poor productivity. If this is the case teachers' moonlighting also leads to poor productivity since an individual teacher directs his performance to multi-activities, in different organizations, hence contributing little in each station.

2.4.3 Teachers' Salary

Salary includes all aspects of the work involving monetary remuneration for work done. It is a very important element in the establishment and development of any organization. In education systems salaries act as a catalyst to drive people intrinsically and extrinsically. Any effective organization needs to recognize that in order to attract more people to work in that organization, it needs to fulfill the need of their staff through providing attractive salary which could help them fulfill their daily requirements (Gupta, 1991). Hence, salary considerations can be one of the contributing factors to teacher moonlighting if teachers are not paid enough to stay in the job.

Mapunda (2009) and Bennel and Akyeampong (2007) argue that there is a broad consensus that teachers' remuneration in the majority of less developed countries is inadequate as total pay does not cover basic household survival needs. The SIDA review of teachers' condition of services in Sub Saharan African countries concluded that there has been dramatic erosion in teacher requirement such as occupational status, teachers' motivation, compensation, deployment, salary delaying, unpaid salary arrears and working conditions (Bennel & Akyeampong, 2007). This has in turn prompted moonlighting activities among teachers.

Orlich (1968) found out that the variable of economic and teacher salary appear to be a contributing factor in causing one to engage in secondary activities. The study conducted in Tanzania by Mbwambo (2005) found that school administrators complain about low salary, poor conditions of service, lack of incentives and delayed

payment and promotion. As a result, many educational institutions experience a serious problem of teachers participating in secondary jobs - moonlighting activities. Therefore low salary may act as among the factors promoting secondary school teachers to engage in moonlighting activities.

Chebet (2010) argues that the teachers' engagement in moonlighting could be addressed sufficiently if the teachers' pay packages will be improved. Chebet (2010) and Gregory, (2012) reported that teachers need their salaries to increase so that they can save for buying bicycles, purchasing their children uniforms and food as well as sending their children to government secondary schools.

Teachers did not dream of owning a car, visiting Europe or sending their children to the top private schools that are perceived as better education providers (Hakielimu, 2011). Therefore, in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangement, benefits and status they occupy within their communities (Sumra, 2004). These evidences may be among the factors behind teachers' moonlighting.

In Tanzania, the major source of teacher engagement in secondary job arose from disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions (Sumra, 2004). The author reports that, in Tanzania, increments for teachers who have stayed long in the profession are very gradual. Those teachers who have undergone some upgrading training take 2 to 3 years to get

their promotions. As a consequence, most teachers are forced to moonlight to make ends meet.

2.4.4 Teachers' Working Condition

Ishumi (1982) comments that,

...working conditions play an important role in the decision making process regarding emigration or staying. Situations, which militate or actually hinder full use of professional skills, do encourage decision to migrate in search of country, institutions and position conducive to fuller employment or one's talents (p.18)

According to Ishumi, bad work conditions result into thoughts by subordinate on searching the availability of other alternatives, and can lead to highly skilled manpower easily moving to a second job. Conducive working conditions help employees to work effectively. Many developing countries have taken working condition improvement approach in absolute terms as a solution to teachers' moonlighting (Mwakilembe, 1981). Conducive working environment raises individual self-esteem and self-actualization. Since working environment is one of the basic needs for successful operation, the contented worker works effectively as the environment provides necessary conditions to facilitate appropriate performance.

Organ and Thomas (1991) note that when the working environment is conducive, it motivates workers to produce maximum returns. It is wise to argue that when the organization has maximum returns it is likely that labor pay is also maximized and if that is the case it is less likely for teachers to think of moving to a second job. It may also be argued that motivational incentives lead to high productivity, which in turn contributes to good pay.

On the other hand, the more sub-standard the environment, the smaller gains are likely to be derived from motivational incentives and individual skill level. Such a situation can happen when poor work environment fails to support the motivated employee with necessary facilities for expected performance.

Thus, the poorer the working environment is, the more likely is the expectation that teachers would moonlight. For example, a highly motivated science or language teacher cannot successfully deliver practical lessons or poetry to students without chemicals and apparatus or books. This implies that, teachers moonlight to search for better work environment where they can demonstrate their talent.

2.4.5 Teachers' Retention

Teacher retention was an area of importance in a study on teachers moonlighting. There were several informative statistics on teacher retention. The first was that the average length of a teaching career. In the United States it is now down to 11 years (Stephens, 2001). The length of an urban teaching career is even less: 50 percent leave in five years or less. Secondly, Benner (2000) found "one quarter of all beginning teachers leave teaching within 4 years."

In Tanzania, attrition rates especially for teachers are often high. For example, more than 40 percent of teachers with degree have left the profession within five years of qualifying (MOEC, 2004). This is because more attractive carrier earning outside the teaching professional encourage teachers to leave the teaching profession. Teachers', who moonlight, then may have an edge in obtaining employment outside the public school arena, and many of them hold jobs unrelated to teaching.

2.5 Teachers' Moonlighting and Education Provision

There cannot be provision of quality education without quality teachers (URT, 1995). In this conception of teachers, Creech (1997) asserts that quality education provided to students ultimately depends on the performance of the individual teachers in classrooms. Therefore, a good education system depended on the readily available, well trained and high quality teachers. From Creech (1997) it can be argued that if education system needs readily available teachers, the habit of teachers engaging in other business especially during the teaching season reduces their classroom commitment, such as preparation for lessons. This would in no doubt affect job performance, and in turn affect the provision of quality education.

Bame (1991) also emphasizes that the role of teachers is central and very important to the extent that their problems have been of interest to educators, researchers and all those involved in education system. In this case teachers' moonlighting is among the problems which require special attention to rectify the situation so as to realize high quality education. Nyerere (1968, P.226) stressed the power of teachers in Tanzania when he said:

.....and the truth is that it is the teachers, more than any other single group of people who determine these attitudes and who shape the ideas and aspirations of the nation... And the people who have the opportunity to shape these infants, who have that power, are the teachers in our schools.... We are what we are in large partly because of the attitudes and ideas we absorbed from our teachers.

Basing on the above argument on teachers' position and importance in educating people, there would be greater problem if teachers' moonlighting would be left unresolved, as we assume the business as usual approach.

2.6 Teachers' Moonlighting

In this section, teachers moonlighting practices explored in greater detail. The exploration draws on experiences from developed and developing countries.

2.6.1 Teachers Moonlighting in Developed Countries

During the past several years a great deal of emphasis has been placed on efforts to reform public education. With such importance placed on efforts toward school improvement, it is surprising that so little attention has been paid to the phenomenon of public school teachers who moonlight. Moonlighting is a global phenomenon. It has become so commonplace among educators that it is no longer remarkable to other educators or non-educators (Parham, 2006).

In the United States of America for example, according to the National Center for Educational Statistics (1988), more than 300,000 elementary and secondary teachers work a job outside of the school system for additional income during the school year. According to Wiesniewski and Kleine (1984), moonlight activities for teachers in the United States range from a high of 65 percent in Tennessee to 44 percent in Oklahoma. According to the Texas State Teacher Association (2006), 33 percent of Texas teachers moonlight for an average of 11 hours a week, even though 67 percent of teachers believe that an extra job has a negative impact on their teaching performance.

The high incidence of moonlighting by public school teachers is a cause for concern, as in some areas of Tanzania teachers appear to be forced to moonlight in order to survive (Gregory 2012).

In Texas, Henderson (2004) listed number of second jobs which most of the teachers opt for moonlighting. Many teachers moonlight throughout the school year on jobs such as: tending bar, selling cosmetics, tutoring, teaching at community colleges, janitorial work, waitressing, counseling, coaching, newspaper delivery, youth ministry, cake designing, military reserves, lawn care, cabinet maker, sales clerk, real estate, farming, child care, contract writing, crafts, bus driving, telemarketing, photographing, seamstress, stock broker, massage therapy, and escort services.

Henderson (2004) argued that money, working conditions and student issues like discipline, motivation and academics constituted the reason for moonlighting. Also Henderson was surprised with the number of hours teachers spend working outside of the classroom, which were about 12 up to 13 hours after class is over.

2.6.2 Teachers Moonlighting in Asian Country

In China, People Forum (2011) reported that more than one hundred teachers in Hunan province had been caught cheating several million Yuan from the public coffers each year by holding their positions at schools but working for extra money where else. According to the reports, some teachers were even absent from their primary job for some time and yet they received their monthly salary.

Moreover, it was surprising to see teachers in different schools who were absent from the primary job joined hands with the schools or struck deals with school principals to share the salaries they did not earn.

The report adds that teachers manage to get out of their primary job because they had special ties with schoolmasters or other influential people, and that many of them use sick leave as pretence to teach in other areas or take up other jobs.

2.6.3 Teachers Moonlighting in Developing Countries

Kadzamira (2006) portrays that, students interviewed in Malawi reported that most of their teachers were engaged in moonlighting activities in order to generate extra income, which they said contributed toward both poor (teacher) job performance and student performance in the national examinations. The World Confederation of Organization of the Teaching Profession (WCOTP) carried out a survey on the teaching profession in Africa in 1967 and summed up the finding in a report ‘the survey of status of the teaching profession in Africa’ as quoted by Tiberondwa (1980, p.75); “...the status of the teaching profession in Africa is low. Recruitment has been haphazard. The teacher often does not get a salary which keeps him contented or enabled him to maintain a standard of life comparable to that of others having the same qualification”.

According to Tiberondwa (1980), it seems teachers are tempted to moonlight especially into other professions, which pay more than the teaching profession, because have been pushed by the harsh working condition. Muze (1987) states that a teacher is a person who is affected by the consequences of misplaced aspirations, professional and academic isolation, low pay, low status, ambiguous identity, overworked and disappointed with fringe benefit. In the situation like that, teachers may choose to moonlight to fulfill their needs.

2.6.4 Teachers' Moonlighting in Tanzanian Context

In Tanzania, the education system managers had shown inability to improve teachers' working and living environment. They had also failed to provide an environment conducive to the teaching-learning process, thus discouraging teachers to work accordingly (Otieno, 2000; Mosha, 2006). The study by Kemilembe (2004) and Muze (1987) revealed that Tanzania secondary school teachers, for instance, suffered from poor administrative policies, unfair promotion, limited opportunities for academic advancement and poor job incentives. In this situation, teachers live and work under discouraging environments, which compelled many to engage into multiple jobs to satisfy their needs.

Babyegeya (2002) also asserts that, the status of the environment in which teachers live and work seems unpromising. This situation makes teachers fail to discharge their duties smoothly. In community secondary schools, for example, teachers live in poor houses, lack reliable social services, receive their salary very late without prior information and teach large class sizes as well as lack teaching-learning materials (Mosha, 2011; Abdalah, 2009).

In this situation, teachers are likely to opt for secondary jobs like opening small business, or become casual taxi drivers in order to satisfy their needs. This also may be the reason why Mosha (2011) and Babyegeya (2002) assert that in rural areas teachers spend more time in their farming plots. It is worth to assume that teachers' moonlighting in Tanzania may take different fashion in rural areas where there are fewer secondary school teaching jobs compared to urban areas where teachers may

opt to teach in two or more different schools for a day or engage in other small business.

UNESCO on the other hand, as cited in Sumra and Rajani (2006), showed that Tanzanian teachers spend least amount of time in teaching compared to others worldwide, and there is no evidence to suggest if this situation has significantly improved. Another study by Uwazi (2010) recorded 56 percent teacher absence in the sample schools, and in some schools as many as 70 percent of the teachers were not present at the time when the data were collected. The incidence of teacher absence was highest in rural schools relative to urban schools and in government schools relative to community schools. It was discovered that 89 percent were teachers on government payroll and the reason for their absence was engagement in income generating activities outside the teaching career.

2.7 Research Gap

The literature review involved elaboration of key concepts related to this study. However, many of these studies that attempted to examine teachers moonlighting and its impact on their job performance were conducted outside Tanzania. The Tanzania school system may not be a desirable exercise, because such study may miss some key aspects that are inherent in the Tanzanian educational context. The few studies conducted in Tanzania focused on teachers motivational factors, not strictly on the ones that would be investigated by the present study. Mkonongo (2004) examined retention of graduate teachers in secondary schools in Tanzania. His focus was on what could be done to retain teachers in public secondary schools.

Kemilembe (2004) examined teacher turnover in secondary schools, focused on finding the reason for teacher turnover in public and private secondary schools in Dar es Salaam region. Although all these studies had given a lot of facts related to teachers moonlighting in secondary schools, none of the literature in Tanzania had specifically addressed teachers moonlighting and its impact on their job performance. Based on the available literature reviewed, it is worth to conclude that the study on moonlighting in the field of education had not been approached adequately, more importantly it was not yet known in Tanzania that teachers' moonlighting had any negative impact on their job performance. Therefore, the current study intended to bridge this knowledge gap by investigating teachers' moonlighting and its impact on their job performance in public and private secondary schools in Dar es Salaam region. It was expected that this provided valuable insight on the problem and helped to fill the existing knowledge gap.

2.8 Chapter Summary

This chapter covered the concept of teachers' moonlighting, theories that guide the study, causes of moonlighting , teachers moonlighting and Education provision, teachers' moonlighting in developed countries, teachers' moonlighting in Asian country, teachers moonlighting in developing countries, teachers' moonlighting in Tanzania Context and Research Gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology referred to a systematic way applied in addressing the research problem. It described the methods and techniques employed in conducting the research study (Kothari, 2004). The research design, study area, study population, study sample, sampling techniques, data collection methods, validation of the instruments, data analysis procedure as well as ethical considerations described in this chapter.

3.2 Area of the Study

The study conducted in Dar es Salaam region which is among the 30 regions of Tanzania and it was the hub of Tanzania, so many people influx to seek job opportunity from all parts of the country. Furthermore, Dar es Salaam had a heterogeneous population of 4,364,541(national census, 2012) and multiple commercial activities; better infrastructural facilities and many schools which were closer to each other, Dar es Salaam have a highest number of Secondary schools 325 (Best, 2011) so it was easy for teachers to visit due to better transportation and vicinity, which made schools easily accessible as teachers' transit from one place and job to the other. In such situation it facilitated teachers to engage in multiple jobs to supplement their income. Thus this made the researcher to decide to conduct this study in Dar es Salaam due to its favorable characteristics that can easily inform the study

3.3 Research Approach

This study employed mixed (qualitative and quantitative) approaches. The qualitative tools used to explore the prototypical conception of moonlighting held by teachers and characteristics of teachers who were involved in moonlighting within the social and cultural context of public and private secondary schools in Tanzania. Qualitative research approach also provided opportunities for the researcher to obtain detailed, thick description, in-depth inquiry, direct quotations capturing people's personal perspectives concerning teachers' moonlighting practices (Patton, 1990).

Bogdan and Biklen (1992) add that the main interest in qualitative study is not generalization of findings; rather to obtain rich data, which are detailed and complete enough to portray a full picture of what is going on.

Quantitative approach would be applied using questionnaires to measure teachers' view towards moonlighting practice. This used in order to crosscheck the correctness of the information that gathered in the field as well as to ensure that the strengths of one method offset the weaknesses of the other, hence made it possible for the researcher to justify the results obtained through other instruments during data collection (Bell, 1999).

Best and Kahn (2006) argue that qualitative and quantitative research should be considered as a continuum, rather than a mutually exclusive dichotomy. This study found that it was suitable to include both qualitative and quantitative methods.

3.4 Research Design

This study used descriptive survey since it combined both qualitative and quantitative approaches. Fraenkel and Wallen (2000) define descriptive survey as a research study which describes existing conditions without analyzing the relationship among the variables. This design deals with phenomena as they exist, and does not attempt to alter anything experimentally (Best & Kahn, 2006). Further, descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual information, data on attitudes and preferences, belief and predictions, behavior and experiences-both past and present (Cohen, Manion & Morrison, 2000). With regard to this study, the researcher used descriptive survey to describe data on variables of interest, factual information, attitudes, preferences of and experienced of respondents concerned teachers' moonlighting.

This design had very useful as it allowed the researcher to collect data through interviews, focus group discussions (FGDs), documentary review and questionnaire. The collected data included nature and forms of moonlighting behavior, the impact of teachers' moonlighting on their job performance and the strategies which are used by school administrators to control the situation.

Another reason for using descriptive survey was that, according to Omari (2011), descriptive survey design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents such as subject teachers, academic masters, head teachers, students and zonal chief inspectors about their views, opinion and experiences.

Therefore, in this study descriptive survey helped to gather and analyze data as it combines two approaches (qualitative and quantitative) for in-depth and wide information.

3.5 Target Population of the Study

Fraenkel and Wallen (2000) define study population as large group of people that have one or more characteristics in common, in which a research is focused. In this study, the targeted population included teachers, head teachers, academic teachers and students in all 325 (public and private) secondary schools in Dar es Salaam region and zonal chief inspector of schools (BEST, 2013). The basis for selecting this population was that, teachers were the main base of the study.

Teachers were revealed to engage in secondary jobs by several studies conducted (Hakielimu, 2005; Oziambo, 2010; Sumra, 2006). So they expected to be a reliable source of information with regard to the moonlighting practices, being in position to express the nature, form and impact of moonlighting as stated in the objectives of this study and explaining ways employed by their school administration to curb the problem.

Furthermore, Head of public and private secondary schools were included in the study due to their key administrative position and related responsibilities as school managers or administrators. Head of schools were in charge of all administrative issues at school level. Their main role among others is to monitor teachers' efficiency and effectiveness in implementing the curriculum in their schools. With

this were expected to be in a good position to provide valuable information of teacher's moonlighting and ways which used by their offices to address moonlighting; including challenges which were encountered.

Similarly, academic masters were part of the study population due to their strategic position of helping the heads of schools in being in charge of daily academic practices in their schools (curriculum implementation). They were expected to supervise and manage teachers to ensure they effectively meet academic objectives. With this they were expected to be in good position to provide information on teachers' moonlighting practices and the impact on their job performance.

Students (Form III) who stayed longest in the school also were included as part of the population, for they were expected to be in a good position to provide reliable experience about their teachers' attendance and engagement in teaching during the school hours. They were the ones who directly affected by the issues of moonlighting, thus were regularly be influenced by teacher job performance. Zonal School inspector included in this study because she was in charge of and responsible for quality assurance of the performance of the secondary institutions and their staff. With this regard, school inspectors would be in a good position to provide relevant information on the form and nature and impact of teachers moonlighting and on strategies school administrators used to address the problem.

3.6 The Study Sample

A sample was a representative unit of an intended population. Berg (2004) defines sample as a sub set of the population selected for observation and analysis. The

targeted sample of the current study involved 205 participants from six secondary schools in three districts (Temeke, Ilala and Kinondoni) of Dar es Salaam region.

The sample encompassed five categories of respondents. 6 head teachers, one from each secondary school; 6 school academic teachers one from each secondary school; 144 teachers where 24 would be selected from each school; 48 students involved eight from each school and one chief zonal inspector from Dar es Salaam inspectorate zone.

3.7 Sampling Procedures

Sampling would be done through various techniques. Kothari (2004) refer to sampling technique as a procedure that the researcher adopts to select items for the sample. Omari (2011) states that sampling can be based on either probability approach or non-probability and it depend on the nature of the study and convenience. He added that the sample has to be closely matched with the research objective.

With that regard, the sample of this study selected using three techniques, namely accidental, simple random and purposive sampling techniques. These techniques used to be selected those elements judged to be typical or representative of the population, which ensured that a certain segment of the population represented in the sample, and ensured equal chances of being selected (Kothari, 2004; Manion & Morrison, 2006; Omari, 2011). The following sections elaborate on the sampling processes.

3.7.1 Selection of the Schools

Selection of schools were included purposive sampling whereby two schools would be selected from each district, through the help of chief inspector who was expected to provide information on schools which had highest rate of teachers engaging in secondary job in private and public secondary schools.

The chief inspector was expected to provide the list of schools according to the number of cases related to teachers moonlighting in the current zonal districts statistics. One most leading public and one most leading private secondary school with more cases of teachers moonlighting from each district would be included in the sample that made up a total of six (6) secondary schools. Schools would be chosen regardless of whether they were ordinary level or advanced.

3.7.2 Secondary Head Teachers

All six heads of the sampled schools would be purposively involved in the study, due to their strategic position and their responsibility in administration of the school as they were the key decision makers on matters related to implementation of academic activities in the school. With this they were in a good position to provide valuable and reliable information on teachers' moonlighting.

3.7.3 Academic Masters

Due to their position of helping the heads of schools in matters related to daily practices of school academic matters, they were expected to be in a good position to provide information on teachers moonlighting and its impact on their job

performance. With this all six academic masters of the sampled secondary schools would be purposively involved in the study.

3.7.4 Teachers

Teachers were selected through convenient sampling technique. That means teachers who were in the staff room at the time of the arrival of the researcher would be included in the sample. Teachers were selected in the sample basing on the fact that they had enough information and data about moonlighting and its impacts on their job performance. The researcher expected 144 respondent teachers in the field, where 124 were responded to questionnaire while the rest 18 would be interviewed. (What sampling technique was used to select teachers?)

3.7.5 Students

Students would be selected through simple random sampling techniques. To get equal representation, all Form three students in each school would be divided in strata base on their gender. Then, a sample of 4 female and 4 male students would be selected randomly from each gender group in each school to form a total number of eight (8) students from each school.

Samples of 48 students would be selected to participate in the study. The researcher wrote on eight small pieces of paper “selected”, four for girls and other four for boys. The rest pieces of paper would be written “not selected”. All papers would be shuffled then students from each group would be invited to pick one piece of paper. Those whom pick “selected” would form the sample of the study, which constituted a total of six (6) groups.

Form three students had been selected because they were matured enough to give the required information and they had more stayed experience in any sampled school compared to students in the lower.

3.7.6 Zonal Chief Inspector of Schools

Due to the strategic position of being in charge of quality assurance and upholding high performance of schools in the Dar es Salaam, the Zonal, Chief Inspector of Schools was in a good position to inform the researcher about the impact of moonlighting practices of teachers. Hence was included in the sample. The sample size as showed in

Table 1.1: Summary of Sample Composition for the Study Respondents

Respondents Categories	Expected Total Number
Heads teachers	6
School Academic Masters	6
Zonal School Inspector	1
School teachers	144
Students	48
Total	205

Source: Field Data, 2015

3.8 Data Collection Methods

Data collection is a process of gathering information aimed at verifying or refuting some conceptions (Orodho & Kombo, 2003). No single technique of data collection is sufficient on its own to provide reliable information or results. A combination of several techniques increases the reliability of data collection in the field. In this study, four main data collection techniques would be employed, namely

documentary review, semi-structured interview, focus group discussion and questionnaire.

3.8.1 Documentary Review

Documentary review covered both primary and secondary sources.

Primary sources were records and documents which provide original firsthand information and data directly related to the study (Best & Kahn, 1998). In this study, various documents containing information on issues related to the objectives of this study reviewed. These involved primary data documents included syllabus, registers, class journals, and staff meeting records, school rules, and subject log books schemes of work, lesson plans, teachers' attendance and bank of questions.

Secondary document sources that reviewed for this study included dissertations, journals, books, newspapers and magazines, internet material and others. Information and data from these sources were useful in enriching and complimenting the information and data obtained from primary sources.

3.8.2 Semi-Structured Interviews

A semi-structured interview used in order to explore the causes and effects of moonlighting in teachers' teaching performance in public and private secondary schools. Semi-structured interview schedule used to obtain information from the Dar es Salaam Chief Zonal Inspector of School, secondary head teachers, academic masters and three other subject teachers. The data that collected were related to two important issues: 1) conceptualizing nature and form of moonlighting in teachers; 2)

gaining an in-depth understanding about aforementioned respondents' thoughts about effects of moonlighting in teachers teaching performance. In this regard, Smith (1995, p.26) claim that, ".....a researcher will use a semi structured interview to gain a detailed picture of participants' belief about perceptions of a particular topic....."

The entire interview discussions were recorded in audio taped. The researcher took notes as back-up data in case of technical problems. One goal of this interaction was to understand and record the participants' own idea about moonlighting by establishing good rapport and communication.

3.8.3 Questionnaire

Questionnaires administered to twenty teachers in each school. Questionnaire used because it provided a lot of information from a large sample at a relatively low cost in terms of time. It also allowed respondents to respond to the questions freely and after thought of what would be written since it maintains anonymity. Questionnaires comprised both closed and open ended questions. Closed questions had the advantage of ease of handling, they were simple to answer, and quick and relatively easy to analyze. Open-ended questions, on the other hand, had designed to allow freedom of the respondents to express their views and opinions in their own words. This would enable the researcher to get the respondents' feelings on the questions under investigation. Teachers filled in the questionnaires during their free time, and the researcher collected them at an agreed time, usually, on the same day before the researcher leave the school.

3.8.4 Focus Group Discussion (FGD)

Single and Powell (1996) defined focus group discussion as a group of individuals selected and assembled by a researcher to discuss and comment on, from personal experience, the topic that is the subject of the research. It is considered a useful method for collecting information through an organized discussion.

The techniques involves a number of people at the same time with emphasis on not only questions and responses between the researcher and participants but also interactions within the group based on the topics provided by the researcher. In addition, focus group discussion allows the gaining of insights into people shared of understanding of everyday life and the way individuals are influenced by others in a group situation. The researcher organized FGD involving forty eight secondary school students in all of the sampled schools. A discussion was conducted in one of the rooms at the school, which was a bit far distance but well ventilated for the purpose of comfort and confidentiality.

Before the discussion began, the researcher introduced the purpose of the study to familiarize the participants. The researcher posed questions before allowing the participants to discuss them .The researcher was recording the responses manually on the FGD guide.

3.9 Validation of Instruments

Research instruments considered valid when they allowed for a meaningful and defensible conclusions to be drawn from the data collected (Leedy & Omrod, 2001).

The interview and questionnaires presented to and discussed with colleagues in class and experienced educational researchers such as lecturer in the school of education and after submitted to researcher's supervisor for critical analysis and evaluation. The identified discrepancies rectified and their comments used to adjust and sharpen the research instruments.

Thereafter, the research instruments piloted in Ilala municipality in one private and one public secondary school with frequent cases of teachers moonlighting characteristic of the sampled schools to enable the researcher to determine their validity and reliability. The shortcomings which would be noted in the instruments adjusted before use in the actual study.

3.10 Data Analysis Procedure

Kothari (2004) is of the view that data analysis is a process that involves editing, coding, classifying and tabulating the collected data. In this study the researcher employed both qualitative and quantitative data analysis techniques.

Qualitative data, particularly responded from interviews, documentary review and open-ended items of the questionnaires would be subjected to content analysis. This approach essentially involves a thorough and repeated reading of all the written responses of each respondent, underlining the main ideas and then extracting the core meaning.

This allowed the exploration of qualitative similarities and differences of respondents' ideas. Responses would be categorized on the basis of similarities and

core meaning, whereby each category represented a unique way of understanding. Quantitative data, derived from questionnaires classified, tallied and computed into frequencies and percentages using excel. Hence systematically would be presented in tables for ease of interpretation and discussion.

3.11 Ethical Considerations

In order to abide by research ethics the following issues were considered. Prior to the undertaking of the study, the researcher would seek a research clearance permits from the Vice-Chancellor of the OUT, the Regional Administrative Secretary (RAS) of Dar es Salaam Region, and District Administrative Secretaries (DAS) of Kinondoni, Ilala and Temeke Districts to legally conduct the study (Appendices H).

Institutional informed consent to conduct the study and participants' informed consent to participate in the study would also be obtained from secondary schools and respective head teachers, teachers and students, and the Zonal Chief Inspector of Schools for Dar es Salaam. On the meeting with the participants, the researcher introduced herself and explains the purpose of the study. Participants were informed in advance about the investigation, in order to avoid their responses being affected by stress as a result of not being adequately prepared.

The participants would also be informed on their right to participate in research or not. Confidentiality would also be maintained when the information would be examined and used for this study only and care would be taken to ensure that the information collected would not harm any participant as anonymity would be ensured to all participants for example school names were indicated using alphabet.

3.12 Chapter Summary

The chapter has elaborated the research methodology such as study area, research approach, research design, target population, the study sample and methods of data collection. Also it has elaborated data analysis, research ethics and chapter summary.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 Introduction

The findings of the study on the nature and effect of moonlighting on teachers teaching performance in public and private secondary schools are presented in this chapter according to the sub-themes derived from the research objectives and research questions contained in Chapter One. The presentation is divided into three major sections, which correspond to the three research objectives of the study: Investigating the forms of teachers' moonlighting practices in public and private secondary schools; exploring the extent to which moonlighting affects teachers' job performance in public and private secondary schools; and Examining the manner in which school management addresses teachers'

4.2 Forms of Teachers Moonlighting

The first research objective sought to investigate forms of moonlighting teachers engage in public and private secondary schools in order to understand the situation, which leads them to engage in such behavior.

4.2.1 Types of Moonlighting Activities Engaged in by Teachers in Public and Private Secondary Schools

This corresponds to the first question under the first task where Table 4.1 presents the summary of the responses from teachers questionnaires, indicating moonlighting activities in which teachers mostly engaged in.

Table 4.1: Types of Moonlighting Activities Engaged in by Secondary School Teachers (N = 144)

Type of moonlighting activity	Frequency	Percent
Teaching private tuition	104	72.2
Petty trade	103	71.5
Part-time teaching	90	62.5
Driving motorcycle	17	11.8
Salon activities	15	10.4
Photographing	12	8.3
Attending small garden	8	5.5

Source: Field Data, 2015

From the table 4.1 show clearly that majority of teachers 104(72.2%) engaged in teaching private tuition, next 103(71.5%) said were engaged in petty trade and others 90 (62.5%) said engaged in part-time teaching. Other teachers 17(11.1%) said they were driving motorcycle and 15 (10.4%) engaged in salon activities.

During interviews with heads of schools and academic masters fifty eight percent (58%) of them added small projects like grocery, catering and tailoring as others types of moonlighting activities in which teachers are engaged in their respective schools. The head of school D added

In my school and in this area in particular, teachers are mostly engaged in several types of moonlighting activities which spent a lot of time and leads to teachers' poor job performance. For example, during the working hours most of the teachers engage in parallel teaching, some teach tuition while others run small business including grocery. (09.03.2015)

During the interviews, the academic master of school C added “

it is difficult to say specifically what types of job secondary teachers engaged in mostly, but the truth is that many teachers are engaged in more than one job.”(11.03.2015)

When the Zonal Chief Inspector was interviewed on the existence of moonlighting in Dar es Salaam he informed that the problem existed and was one among the disciplinary misconduct in secondary school teachers in the area. She argued:

This is true. I have an example of a teacher teaching more than one secondary school which I discovered during school inspection visits. We missed him in school A where he is permanently employed but we met him in school B. Surprisingly school B leadership claimed to have a permanent contract with the same teacher. (13.03.2015).

The Zonal Chief Inspector of Schools also identified activities that constituted teachers moonlighting as including, among others, part time teaching, small business and running projects. In case of project running some teachers were said to run big projects that demanded more attention time in administering them than in their regular job. She added:

In the process of registering one private school we saw a government teacher submitting a certificate of registration of his own private school. Moreover, among the names of employees of the school he was submitting there was a name of one government teacher of the school in my area in which I use to inspect. (13.03.2015).

When some secondary teachers were interviewed about moonlighting, they identified part time teaching as their main activity. Other activities they mentioned included tuition classes, running stationery units, running grocery, gardening, poultry rearing, attending some petty business, taxi and riding motorbikes.

Through FGDS students informed on the same issue, they argued that most of the teachers engaged in part time teaching while others conducted private tuition, as one student in school 'A' emphasized; “

The history teacher in our school also teaches in other secondary schools which I know. Over the weekends he also offers tuition service”.
(16.03.2015)

Other students in school 'C' blamed their teacher, who despite having other classes in other schools, during his private time at school also conducted tuition classes within the school library. Students pointed out that this tuition cost them 400 Tanzanian shillings per hour. This form of moonlighting within the same school by offering tuitions is not in isolation, since students mentioned other business activities teachers carried within the school to include selling earrings, necklaces, and buns.

These findings can be associated with what Sumra (2006) observed that, teachers are often seen spending their time after school hours in jobs such as tutoring privately, selling food and other products such as insurance policies, cosmetics and other direct-marketing items.

However, Sumra study focused on the period after school hours while findings in this study indicate that the activities were conducted within regular school hours. The important thing is that Sumra indicates that the activities occur in the vicinity of school causing complaints from other teachers or students.

The findings in this study are not unique to teachers moonlighting in Tanzania since similar studies in USA by Wisniewski and Kleine (1984) and Crowe (1978) had found that having an extra source of employment and income was neither a new phenomenon nor an uncommon practice among teachers. They also pointed out that it is common for teachers to split their time between teaching and some other form of employment in order to meet their monthly financial obligations.

4.3 Causes of Moonlighting Behaviors Among Teachers

The second question under the first objective sought to find out causes of moonlighting behaviors among secondary school teachers. Teachers Questionnaire responses are summarized and presented in Table 4.2.

Table 4.2: Teachers' Views on the Causes of Moonlighting Behaviors among Them (N = 144)

Reasons	Frequency	Percent
High cost of living in the city	122	84.7
Insufficient salary	120	83.3
Lack of incentives	103	71.5
Business opportunity	101	70.1
Extended family	85	59
Pressure from the community	64	44.4
Introduction of double session	63	43.7
Entrepreneurship attitude	25	17.3
High demand of teachers	17	11.8
Having few periods to teach	17	11.8

Source: Field Data, 2015

The data in the table 4.2 above show that most of the teachers 122(84.75) said teachers moonlighting activities was due to high cost of living, next 120(83.3%) said insufficient salary and 103(71.5%) attributed teachers engagement in moonlighting with lack of incentives. Others teachers 101(70.1%) said was caused by business opportunity whereas 85(59%) said extended family as well as 64(44.4%) said pressure from community members.

When the academic masters and heads of schools were interviewed on the causes of teachers' moonlighting, it was revealed also that some teachers engaged in

moonlighting behaviors because they had very few periods to teach, especially in public secondary schools. One academic master from school A said:

...some teachers have few periods to teach. For example some teachers have less than 12 periods per week while others were supposed to arrive at school around 1:00 pm as we run double session, so they don't want to remain idle, hence find a secondary job which will keep them busy and earn some amount of money. (16.03.2015).

This was also the view in the three public secondary schools visited. The researcher found that the majority of teachers had their periods allocated only across two days per week. As a result, they attended the school only twice a week.

Findings from the heads of schools indicated that low salary was the pushing factor for teachers to engage in moonlighting activities. The amount they received regarded as very small compared to cost of living in the city like Dar es Salaam. Hence teachers opted for a complementary job as means to survive. This view of low salary was supported by one secondary school teacher from E who argued:

Teaching is one of the careers which are less paid in Tanzania. Teachers receive small amount of money compared to other professions like doctors, engineers, or even lawyers. So to supplement their income, teachers look for secondary job like parallel teaching, teaching tuition and petty trade to mention a few.(18.03.2015)

Another head of school B revealed that majority of teachers borrowed some money from the banks and other financial institutions like SACCOS; hence remained with small amount of their meager salaries at the end of the month when debts are deducted. He said that,

“...due to over borrowing, some teachers received a net salary of about Tshs 50,000/= at the end of the month”. (17.03.2015).

As such, it was difficult for teachers to meet their basic needs with such little amount, thus they opted for moonlighting activities. Another head from school F hinted:

Existence of financial institutions including the banks and SACCOS have intensified moonlighting problem because teachers borrow money from these institutions for the purpose of curbing problems not solved through low salaries. The deductions on the monthly salaries to pay bank loans lead to monthly incomes going as low as Tshs 20,000/=. At this extent, they are forced to moonlight. He added that it is difficult to stop them from moonlighting because they earn money which helps them to pay back loans to financial institutions. (25.03.2015).

When the Chief Zonal School Inspector was responding to the same question, she was revealed that teachers engaged in moonlighting activities because of different reasons. She elaborated;

It is true those teachers' salaries are very small compared to other professions but also teachers as human beings aspire to lead a good life like lawyers, business men and engineers. They also like to send their children to good private schools. All of these force teachers to seek for extra income and the only way to get this is to engage in secondary jobs. (13.03.2015)

This line of argument was supported by one academic master from school F during the interview that;

Teaching was not my first or even second choice. I am here due to my poor Form Six final exams results. Hence soon after being employed I started attending several workshops and seminars on entrepreneurship skills. Today I own a large business after taking loan from one bank and for sure it is paying me more than my monthly salary. (25.03.2015)

During the FGDs with the students on causes of moonlighting, they generally complained that the school leaderships had neglected the moonlighting situation by failing to implement some of the work rules and regulations, a factor which intensified moonlighting behavior. An example of such rules required a teacher to be in a school throughout working hours. Students also claimed that in Tanzania there was high scarcity of teachers especially in science subjects, which created high demand of good science teachers especially in private secondary schools, to the

extent that the owners of these schools were willing to pay twice as much or more to part time teachers. The high salary in private schools attracted government employee teachers to seek part time jobs in them.

Furthermore, students argued that indiscipline among them also contributed towards discouraging teachers to teach in their classes as some of the students would be absent during the lessons and this caused some teachers to opt for moonlighting activities. For instance it was cited that in one class of 50 students only 12 were present while 38 were absent, where the students explained this as one of the loopholes to teachers to participate in moonlighting activities.

These finding relate to other studies, where Levin (1985) found that teacher salaries historically have been lower than other professions pursued by college graduates. Despite the recent publicity regarding the low salaries paid to public school teachers, the gap between the salaries paid to teachers and those in other professions has not changed.

According to Lemmer and Badenhorst (1997), it was maintained that, even with the recent innovation in South Africa's salary structure, teaching still remains a low-paid profession. They further state that an education graduate's salary package continues to compare unfavorably with that of other graduates in fields like economics and the natural science. This view is supported by Gray (2006: 100) when she states, "... statistics reflect high numbers of young classroom teachers leaving the profession ... relatively low salaries seemed to be a significant factor in moonlighting status accorded teachers."

4.4 Effect of Moonlighting on Teachers' Work Performance

The second research objective aimed at assessing effect of moonlighting on teacher's working performance. Specifically the objective sought to find out whether by engaging in moonlighting activities teachers' work performance was affected or not.

4.4.1 Effect of Moonlighting on Teachers' Preparation of Lessons

Under this question the researcher sought to assess how moonlighting affected teachers' lesson plan preparation. Questionnaire findings indicated that majority of teachers 103 (71.5%) viewed that moonlighting affected the ability for preparing lessons adequately, while other 96 teachers (66.9%) indicated there was limited time for lesson notes preparation. Due to constrained time factor teachers resorted to teaching without lesson plans, using previous plans and teaching without advance preparation. This information is summarized in Table 4.3

Table 2.3: Effects of Moonlighting on Teacher's Lesson Preparation (N=124)

Effects of moonlighting on lesson preparation	Frequency	Percent
Teaching without scheme of work	103	71.5
Lack of time to prepare lesson notes	96	66.9
Teaching without teaching facilities	96	66.9
Teaching without lesson plan	80	55.5
Lack of subject matter knowledge	75	52
Teaching without advance preparation	49	34

Source: Field Data, 2015

Regarding how moonlighting affects teacher lesson preparation one head of school D during an interview argued,

"....some teachers spend more time in secondary job, hence fail to prepare even lessons before teaching." (09.03.2015).

Another experienced head of school A supported this view by maintaining;

By engaging in moonlighting teachers often lack time to prepare lesson plans, lesson notes and even teaching and learning materials. Hence, you find a teacher teaching using a textbook or the same lesson notes for many years without accommodating new ideas. As a result students perform poorly. (16.03.2015).

Responding to the same question, academic masters noted that teachers nowadays were busy with their own projects and spared very little time to make preparation for following period. One academic master of school C explained:

As a school we give our teachers enough time between one period and another, including ensuring that a teacher has a manageable number of periods, let say one subject per each teacher. The aim is to give them enough time for preparation. But to the contrary, teachers use this time to do moonlighting activities and not for lesson preparation as we intended. (11.03.2015).

School inspector pointed out that moonlighting affects normal routines of the schools because of absenteeism of teachers who are scheduled to attend some activities. She added that during one of their visits some teachers had missed several classes and without any documents to support their absence from teaching work at school, which shows that their job performance was very poor. In one school it was found that late comers to attend the lessons mostly were the teachers who attended their moonlighting activities before coming to their primary job.

When subject teachers were interviewed one teacher from school A argued that he usually engaged in moonlighting activities although knowing that moonlighting had negative impact on lesson preparation:

I work outside of this school for six hours daily. Therefore I don't have enough time for lesson preparation. So I usually use lecture methods to

cover most of the syllabus content area although I know that this method does not usually help much to attain stated objectives but I don't have an alternative.

When the same subject teacher was asked if he attended regularly the lessons according to the timetable, he claimed;

"It is difficult to attend all lessons according to the time table if you have other activities in some other areas, and because of this prior preparation before entering the class is also difficult. (16.03.2015).

Therefore sometimes I lose confidence while teaching in the classroom."

Furthermore, some interviewed teachers reported that, when teachers' weaknesses were noticed, some of the students opted to attend tuition in some other schools. As a result such students would come to class knowing a lot of things concerning the topics, which contributed to teacher hesitation to continue teaching in a challenging situation like this.

The question of how moonlighting affected teachers' preparations of the lessons were also posed to students during focus group discussion. It was revealed that sometimes teachers did not attend some of the classes or came into classroom late and without preparation; where students were asked to copy down the notes into their exercise books. One student from school F maintained;

Our chemistry teacher often comes to the classroom unprepared. He often likes to give us assignments to do or write notes. Apart from being our teacher is also teaching in other three secondary schools. He is never found in the office for consultation, nor does he mark our exercise books. Frankly speaking, it is like we do not have a teacher.

She added;

"Our teacher may even forget where he ended in the last period, because he teaches many schools the same subject. So often he forgets where he is

supposed to start when he enters the classroom until we remind him”.
(25.03.2015)

4.4.2 Effect of Moonlighting on Teacher’s Syllabus Coverage

The second question under this objective was on the effect of moonlighting on teacher’s syllabus coverage. Results from questionnaires administered to teachers indicated that majority 132(91.6%) of teachers viewed that engaging in moonlighting caused teachers to skip some of the syllabus topics due to lack of time, while others 108(75%) argued that teachers who engaged in moonlighting liked to use lecture method in teaching so as to cover the syllabus within a short time left for them. This information is summarized in Table 4.4

Table 4.4: Teachers’ Views on the Effects of Moonlighting on Syllabus Coverage
(N=144)

Effects of moonlighting on syllabus	Frequency	%
Skipping of some topics	132	91.6
Use of lecture methods	108	75
Poor syllabus coverage	98	68
Poor academic performance	85	59
Rushing in teaching	79	54.8
Overloading students	69	47.9

Source: Field Data, 2015

Further analysis of the data in the table 4.4 shows that engaging in moonlighting caused poor syllabus coverage 98(68%) whereas also caused poor academic performance 85(59%). Interviews with heads of schools and academic masters revealed that moonlighting seriously impacted on syllabus coverage as teachers spent most of their time doing the second job at the expense of their formal employed job. One head of school D elaborated that:

Most of the public secondary teachers never complete their syllabi nowadays because they are nowhere to be seen during working hours. These teachers are busy with their own businesses; others are working as full time teachers in other private secondary schools despite being government civil servants. (09.03.2015)

Responding to the same question, the chief zonal school inspector indicated that most of the public secondary school teachers in Dar es Salaam hardly covered their syllabi these days. As they were preoccupied with their own moonlighting business activities, hence devoted little time to syllabus coverage. She had this to say:

For sure in public secondary schools most of teachers are engaging in a secondary job, that is why in public secondary schools we experience poor coverage of the syllabi and some difficult content in the syllabi are skipped. In private schools the situation is different because of tight timetable management by school administration.(13.03.2015)

The researcher through documentary analysis reviewed the schemes of work to see if the syllabi were covered by moonlighters and it was discovered that some syllabi were not covered as required by the Ministry of Education. Two teachers from private schools and four teachers from public secondary schools had taught three quarters of the content.

With reference from Expectance Theory (1970) and available literature reflects the same problem in some other areas. For example, Ofoegbu (2004) found similarly that teachers were wasting a lot of time teaching subject contents each month simply to save time for engaging in second job and collecting salary from the bank. Nayak and Rao (2004) also revealed teacher's second job as a contributory factor to ineffective management of instructional time, resulting in incomplete coverage of the curriculum and low achievement.

4.4.3 Effect of Moonlighting on Students' Assessment

The third question under objective two of the study aimed at exploring the effect of moonlighting on students' assessment. Through questionnaire teachers were asked how moonlighting affected students' assessment in their schools. Responses as per Table 4.6 show that majority 118(81.9%) teachers who engaged in moonlighting behaviors failed to administer weekly and monthly tests to their students whereas 116(80.5%) failed to mark students' exercises and provide timely feedback. Also 109 (75.6%) of teachers argued that due to moonlighting some of the teachers provided few and simple exercises to students because of the lack of time to mark the exercises, while others failed to administer more exercises to students with learning difficulties.

Table 4.5: Effects of Moonlighting on Students' Assessment (N=144)

Effects of moonlighting on students' assessment	Frequency	%
Failure to mark students' exercises	118	81.9
Failure to administered weekly and monthly tests	116	80.5
Failure to provide adequate tasks to students	109	75.6
Failure to provide remedial exercise to students	86	59.7
Failure to prepare valid and reliable test instruments	34	23.6

Source: Field Data, 2015

When the heads of schools were also asked to explain how teachers' participation in moonlighting affected students' assessment in their schools, they revealed that most teachers who engaged in moonlighting failed to follow school assessment schedule whereby teachers were supposed to administer weekly and monthly tests. Also the heads of schools reported that, by engaging in moonlighting, teachers failed to

monitor their students' academic progress since they didn't have enough time to administer diagnostic test. One head of school F said:

Most of the teachers who are engaging in moonlighting have no time to prepare and even to mark tests. Given that in this school teacher-student ratio is high, teachers escape weekly and monthly tests because they need time to do their own business where administering tests means they will need more time to mark them. (25.03.2015).

Responding to the same question, the chief zonal school inspector argued that most of the teachers who engaged in moonlighting rarely had enough time to assess the students' academic progress as intended. She elaborated:

Students' assessment is one of the areas which have been much affected by teachers' moonlighting behaviors. For example, in Competence Based Curriculum a teacher is required to assess students by using portfolio and project; all these need time and commitment. But during inspection we find many teachers relying on pen and paper type of assessment and I think this is partly because many teachers lack time due to secondary job. (25.03.2015)

According to URT (2005), there are basically two kinds of assessments - formal and informal. Formal assessment involves standardized tests that have set of procedures and instructions for administration and have been norm referenced measurement, meaning that it is possible to compare a student's score within the group of students who have already taken the same exam. In fact, the researcher reviewed internal bank of examination records which revealed some tests and exams question which have been repeated several times. The tendency to keep repeating administration of the test which has been provided several times may provide wrong interpretation because when students notice that the teacher has been repeating past exams they will tend to memorize the answers. This means comparing students' relative position according to their scores within the group will provide unreliable results. The comments from

the heads of the schools was that they knew that teachers are good in preparing tests but they do lack enough time to prepare new test items because of lack of time to do it.

The findings also revealed that most teachers who engaged in moonlighting failed to follow school weekly and monthly assessment schedule and general failed to monitor their students' academic progress since they didn't have enough time to administer diagnostic test. Since diagnostic test aims at finding student learning difficulties for the purpose of solving them, it is obvious that a teacher who is moonlighting cannot get time to assess students with learning difficulties. As matter of this fact students' learning difficulties remain unsolved. This was elaborated by Goal theory Lock (1976).

On the importance of assessment, Gonzalez-mena and Morrison (2008) maintain that assessment of the student progress is used to serve several purposes like to plan instruction for individuals and groups whereby students with special needs are assisted and teachers may be provided with appropriate criteria for placement of students to another level of learning. However, findings indicate that moonlighters lacked enough time to assume this role, and students are the ones who are highly affected.

4.4.4 Effect of Moonlighting on Teachers' Professional Development

In order to improve teacher's working ability, professional development is inevitable. Teachers were asked whether moonlighting affected teachers' professional

development. All 144 (100%) questionnaire respondent teachers viewed that moonlighting behavior affected their professional growth. They argued that most of the teachers lacked time for self-reading, attending seminars or workshops and attending in-service training because of being overwhelmed with a secondary job. Heads of schools and academic masters also were of the view that moonlighting activity negatively affected teachers' profession growth. One head of school E pointed out what might be the reasons:

Moonlighting activity kills or distorts teachers' professional development capacity, simply because some of moonlighting activities cause some teachers to engage in other economic activities like trading or tailoring activities which are not related to the teaching profession. Hence they do not have time to read or learn more to boost their teaching career and in steady concentrate on other different career. In turn at the end of the day their teaching ability lowers completely. (18.03.2015)

In that regard the school inspector also revealed that moonlighters had difficulty in improving their teaching career due to the lack of enough time to read and attend in-service training. The moonlighters spent much of their day time outside the teaching career, hence lacked adequate time for nurturing their career as could be expected.

The school inspector added:

It is not surprising nowadays to find a teacher owning a bar or any other economic activities. Such kind of teachers never like to attend even one day seminar or workshop on teaching career, but they are ready to spend the whole day learning business skills rather than his/her subject matter. (25.03.2015)

When the school examinations bank was reviewed the researcher noted that there were recorded instances of teachers giving few assignments and sometimes not, and all the teachers who did that were those considered to engage in moonlighting activities.

The finding that the moonlighting undermines teacher's professional development opportunities is disappointing. Due to that the time used for moonlighting could have been used by teachers for their professional development.

Leu (2004) and Saracho and Spodek (2007) found that teacher qualification does not end up with the initial training but continues being nurtured under conditions of teacher professional development. Better qualified teachers are those who undergo teacher professional development and "who build their working knowledge through spirals of engagement with many aspects of early childhood philosophy and practice over time" (Fleet & Patterson, 2001:1).

Teachers' professional development is built within the teaching industry through continuous practicing, seminars and workshops. In this case it wise to argue that teachers who moonlight lack the opportunity to develop themselves professionally alongside their moonlighting activities. Therefore, moonlighting affects professional development in terms of both intellectual growth as well as pedagogical achievement.

4.5 The Mechanisms used by School Management in Curbing Moonlighting Problem

The third objective sought to examine the manner in which school management curbed moonlighting problem among teachers in order to contribute to an institutional policy to enhance commitment to work.

4.5.1 Strategies Used by Heads of Schools in Curbing Teachers' Moonlighting Problems

School heads in both private and public secondary schools were asked to explain the various ways and means they employed to curb moonlighting among their teachers. They indicated that they used different strategies for moonlighters. Every school head reported that they used registration books whereby teachers registered in the morning, and another book where teachers signed out by reasons when they leave the school compound during official work time.

During interview 4 (66.7%) heads of schools out of 6 identified that inspecting teachers' work performance was also one of the strategies used to monitor moonlighting. This involved inspecting teachers' folio records such as schemes of work, lesson plans, lesson notes and pupils' exercise books so as to ensure that teachers fulfilled their job responsibilities effectively. Heads of schools further pointed out that teachers were required to submit their schemes of work at the beginning of each academic year and lesson plans at the end of every week. One head of school C argued that, sometimes she inspected pupils' exercise books to prove whether or not what was in the teachers' folio records corresponded to teachers' classrooms performance.

One third of heads of the schools 2 (33.3%) informed that the more strict measure was to write and give warning letter to persistent moonlighters who showed no sign of changing their behaviors even after having been reprimanded, and that they had tried to their best to remind all teachers about it. One of the heads of schools D

reported that he sent two teachers to Teachers Service Department (TSD) for further disciplinary actions. One head of school A said:

In this school for example, last year we wrote warning letters to two teachers who did not change their moonlighting behavior even after warning them verbally. This is a temporary measure because if they keep doing moonlighting we will report them to top officials in the district with recommendation for transfer to another school or termination of their teaching contract. (16.03.2015)

Such action also acted as a warning to other teachers who engaged in moonlighting, especially after having been warned. During the interviews with heads of private schools it was revealed that schools teachers were required to sign special form after teaching the period. The forms were in turn sent to the academic masters each evening for checking and action. According to one school head, this strategy aimed at ensuring that all periods were taught and this aided in discouraging moonlighters.

He argued:

After discovering that most of our teachers were moonlighters, and did not attend their periods regularly...we came up with this strategy of teachers signing a special form after every period he/she teaches in a day...Sometime we use this form to know who is attending periods and those who did not... (11.03.2015).

One of the heads of private schools in school C explained that in overcoming moonlighting problem their school provided incentives to teachers, like transport and rent allowances, breakfast and lunch. He also added that teachers were supposed to teach remedial classes in the evenings or morning where they were paid some amount of money. As one head of school F explained:

"...in this school we organize remedial classes and teachers are paid extra allowance to teach these students in the morning, evening or weekend ranging from Tshs 50,000/= to 80,000/=Tshs per week". (25.03.2015).

One head of the school B informed the researcher that the school provided extra allowance at mid of the month so as to restrict teachers from engaging in moonlighting activities.

In summary, the heads of schools' information strategies for curbing moonlighting problem are presented in Table 4.6.

Table 4.6: Strategies Used by Heads of Schools to Curb Moonlighting Problem

(N=6)

Heads' responses	Frequency	%
School attendance register	6	100
Inspecting teachers' work	4	66.7
Provision of incentives	3	50
Warning letter	2	33.3
School rules and regulations	2	33.3
Special form	1	16.6
Annual report	1	16.6
Establishing remedial classes	1	16.6
Physical follow up	1	16.6

Source: Field Data, 2015

4.5.2 Effectiveness of School Heads' Moonlighting Curbing Strategies

Under objective three the researcher aimed also at exploring teachers' views through questionnaire and students' through FGDs on whether strategies employed by heads of schools to curb moonlighting problem in their schools were effective or not. All 144(100%) teachers indicated that heads of schools had made effort to curb moonlighting problem. However, they were not satisfied by the strategies used by their heads.

Table 4.8 shows that majority of teachers ranked most of the strategies used by heads of schools as not effective. For example fifty eight teachers (67.4%) viewed school attendance registers and classroom attendance log book were not effective in curbing teachers moonlighting while (32.5%) regarding them effective. Those who viewed them as not effective argued that only signing in the morning was not enough because after every class teachers would disappear for moonlighting, and others asked their fellow teachers to sign on their behalf which is also illegal.

When teachers were asked on the applicability of inspection of their folios by their heads, majority 102 (70.8%) ranked inspecting teacher's work strategies as not effective in curbing teacher's moonlighting behaviors. It was argued that some teachers despite that prepared schemes of work, lesson plans and lesson notes and gave students assignments; this did not mean that they did not engage in moonlighting activities during official working hours. It was found that sometimes teachers left behind notes to class leaders to write on the board for the rest of the class to jot down, while the teachers went on with their other business. However, 40.6% of the teachers said inspecting teachers' work was effective.

The researcher asked teachers through questionnaire on whether the use of school rules and regulations alone was effective in curbing moonlighting problem. Majority of 121(84.1%) indicated that although rules and regulations were well stated, they were not fully implemented. It was found that it was difficult for some heads of schools to take serious measures against moonlighters because some of these heads were also engaging in such behavior. On the other hand 15.9 percent of teachers

viewed that school rules and regulations were effective if heads of school used them strictly. Teachers' views on the effectiveness of heads of school strategies to curb moonlighting are summarized in Table 4.7

Table 4.7: Teachers' Views on the Effectiveness of Strategies Used by Heads of Schools in Curbing Moonlighting Problems

Teacher's Views	Teachers (n=144)			
	Effective		Not Effective	
	Frequency	%	Frequency	%
School rules and regulations	23	15.9	121	84.1
Annual report	30	20.8	114	79.5
School attendance register	40	27.7	104	72.3
Inspecting teacher's work	50	34.7	94	65.3
Physical follow up	63	43.7	81	56.3
Warning letter	70	48.6	74	51.4
Provision of incentives	73	50.6	71	49.4
Special form	80	55.5	34	44.4
Establishing remedial classes	89	61.8	55	38.2

Source: Field Data, 2015

Through focus group discussions with students, it was revealed that students considered some of the strategies used by heads of schools as not effective in dealing with moonlighting. For example, it was evident from FGDs that, despite the fact that some teachers came to school very early in the morning and registered in the attendance book, some of them did not stay long at their working place during the day. It was also found that some teachers did not attend their lessons despite signing the attendance book in the morning. During the afternoon sessions they were neither in their offices nor in the classrooms.

During focus group discussions, it was also found that some teachers settled a deal with the class monitors who signed the special form, even if they did not attend the respective periods. Others signed the special form and soon left the classroom leaving behind notes for students to copy from the chalkboard while these teachers went elsewhere to attend part time classes.

The researcher also explored whether there were school rules and regulations in the schools. The researcher found them in only three schools, while the other three failed to show where the school rules and regulation were.

4.5.3 Challenges Faced by Heads of Schools in Curbing Teachers Moonlighting in Secondary Schools

The second question under objective three required heads of schools to explain the challenges they encountered in curbing moonlighting behavior in their schools. Heads of schools' interview responses indicated that some of their teachers used various ways to ensure that they were left available for other places other than their schools where they were formally and permanently employed. For instance, some teachers obtained and used sick sheets to excuse themselves which enabled them to become available in other places so as to generate additional income.

One head of school F reported that some of female teachers in his school would take advantage of breast feeding after maternity leave as a loophole for them to depart from school and attend another job elsewhere. He said:

At one time I was informed that one teacher was providing catering services at the moment she was just permitted to go home for breast

feeding. Having conducted an investigation I also found that many female teachers practiced various moonlighting activities by taking advantage of family problems. (25.03.2015).

In an interview with one subject teacher in school A, she argued that, as one of the serious challenges even heads of schools needed additional money and they found themselves attracted to join other teachers in moonlighting. Moreover, it was argued that other heads of schools always permitted their teachers to attend a secondary job provided that the heads received an amount of money from moonlighters as token.

One of the subject teachers in school F confessed:

...heads of schools fail to solve this problem because it seems they benefit from money given by moonlighters. For example when I am about to go for my catering activities, I ask permission from the head of school, after promising him some money, I am often granted permission. (25.03.2015.)

One head of school B confessed that he failed to curb moonlighting, although he knew that it had negative impact on job performance, because teachers had variously received loans from financial institutions such as SACCOS to start and develop productive projects to generate more income, which might satisfy their needs. Borrowing had rendered them into financial crises as many of these teachers were unskilled in running of their projects. As a result, it was necessary for them to moonlight in order to pay back the borrowed money.

During the interviews with the zonal chief inspector, heads of schools and academic masters, the issue of double session emerged as a challenge to solve moonlighting problem. They reported that the introduction of Secondary Education Development Program (SEDP) increased the enrolment of students, which required more resources

such as classrooms to accommodate big number of students. In Dar es Salaam some of the secondary schools were forced to introduce morning and afternoon shift sessions to solve the problem of overcrowding. Consequently, teachers who remained behind at home to wait for the afternoon session slowly started to engage in moonlighting activities. Moonlighting activities grew to the extent that most of the teachers were finally engaged in such activities. One head of school A observed:

The introduction of double session is a big challenge for me to solve moonlighting because teachers must remain at home during the morning session waiting for afternoon session. As such teachers engage in various activities to earn extra money. These activities overwhelm and lead them to perform poorly in their job, as sometimes they come late or do not come at all in the afternoon.(16.03.2015)

Mathias (2009) portrays that introduction of double session in Dar es Salaam attracted some public secondary school teachers to engage in part time activities; as a result they found themselves coming late in the afternoon or not attending the periods at all while those attending morning session were leaving the school earlier so as to give room for afternoon session.

Moreover, the study found that some heads of schools also engaged in moonlighting and permitted their teachers to undertake a secondary job provided that they received part of the earnings as a token from moonlighters. This was amazing as a challenge which faced the school management as they were expected to be front liners in curbing moonlighting problem but, to the contrary, they were corrupted by the benefit of moonlighting, hence joining the practice. This corroborates what Kadzamira (2006) argues that, due to insufficient salary even school managerial had decided to engage in moonlighting practice so as to fulfill their daily basic needs.

The study also found that in private secondary schools the school managers could easily fire teachers due to moonlighting but are limited by the situation that some of the teachers had some outstanding loans from their schools or financial institutions where their schools had sponsored them. This becomes a challenge as the school cannot afford to pay loan on behalf of those teachers. Moreover, termination of teacher from moonlighting activities and at the same time deducting his or her salary to pay outstanding loans could lead to further frustration or hardship as the remaining part of salary was not enough for his or her survival.

4.5.4 Stakeholders' Views On How to Solve Moonlighting Problem in Secondary Schools

The third question under task three sought views from teachers, heads of schools, zonal school inspector and students on how to overcome the moonlighting problem in secondary schools.

Through questionnaires majority of teachers (71.5%) argued that schools should provide motivation and incentives to teachers. It was claimed that teachers in public secondary schools were rarely provided with any kind of incentives while their fellows in private schools were given varieties of motivation and incentives like breakfast, lunch, rent allowance and bonus.

Some 55.5 percent had a view that teachers' salaries should be increased to enable teachers meet their basic needs. One teacher from school D argued that the current salary levels sustain one only for one week and for the other three weeks of the

month one has to look for other sources of income to survive. Another 52.7 percent of teachers suggested that, to overcome moonlighting problem, teachers' promotions should be on time, while 47.9 percent viewed that teachers' working environment should be improved. Teachers mentioned also the availability of adequate teaching and learning facilities as one of the factors that could reduce moonlighting. In summary their views on how to solve moonlighting problem in secondary schools are shown in table 4.8.

Table 4.8: Teachers' Views on How to Overcome Moonlighting Problem
(N=144)

Teachers' responses	Frequency	%
Provide motivation and incentives	103	71.5
Increase salary	80	55.5
Teachers' promotion should be on time	76	52.7
Work laws and rules should be implemented	70	48.6
Improve working condition	69	47.9
Set the law to abolish part time and tuition	44	30.5
Improve school management capacity	40	27.7

Source: Field Data, 2015

When interviewed, all heads of schools and academic masters viewed that incentives to teachers should be increased and where not available they should be introduced.

One head of school B provided his experience:

You see when we discovered that the moonlighting situation was worse among our teachers...for example teachers were not staying in our school for a whole day or even those who stayed for the whole day had other business inside of the school, immediately we had a serious talk with them. Finally we realized that we did not provide any sort of incentives and motivation and there was no other way out more than to

improve the motivation and incentive system, such as giving more bonuses and paying good salary. At least nowadays teachers are found in school for whole day.(17.03.2015)

Another head of school E had a view that school administration should improve the teaching/learning environment so as to make teachers comfortable and become attracted to stay in the school for the whole day. He argued:

Sometimes we have to give teachers all the facilities which they demand including laboratory equipment, exercise books.....We also consider teacher/students ratio and the number of subjects per week so as to avoid overloading them. Indeed, it helps to make teachers not think of going to part time or tuition centre to teach. (18.03.2015.)

One head of the school C had viewed that conducting regular and frequent meetings with teachers and the school management was one of the ways to overcome moonlighting problem. These meetings give teachers the opportunity to express their needs and, on the other hand, help school administration be aware of some key issues of concern with regard to teachers' affairs:

....We usually meet with our teaching staff twice per term...It is very important because it is through such meetings where teachers present their key issues of concern as well as complaints on their employment and the whole process of teaching and learning emerge...If their views are not taken into consideration sometimes they may wish to engage in moonlighting so as to solve their financial problems.(11.03.2015)

Another head of school A was of the view that the school policies should be reviewed in order to ensure teachers implemented dutifully their employment terms and conditions. He explained that since the school policy is the one which provides the daily running of the school, the review of the school policy when things went wrong was inevitable. In a similar vein, the response from the zonal school inspector unveiled the importance of reviewing the school policies among public secondary

schools so as to minimize the impacts brought by the moonlighting problem. She maintained:

...The policy is like an eye of an organization. Everything, be it in school or any other educational institution operates under the direction of the policy. For example, teachers' job routines, employment regulations and teachers' responsibilities to fulfill contract terms...are guided by the policy. In such context, when things in a school are not going well, school management should go back and see what has gone wrong with the policy or its Implementation. (13.03.2015).

FGDs held with students indicated several ways on how to overcome moonlighting problem, where most of the students mentioned improving teachers well faire as a key aspect in motivating teachers, which in turn will reduce moonlighting substantially. They also had the view that heads of schools should be strict with school regulations. One of the students in school D had this to say:

I am not sure, but I do believe that teachers have certain codes of conduct which guide them and their heads in everyday activities. If these codes of conduct will be followed it will help to overcome moonlighting problem. ... You know, we students are guided by school rules and regulations and we normally follow the rules not because we like them but because we need to avoid punishment. I think it should be so for teachers. (09.03.2015).

During the FGDs with student in school F they suggested that each school had a need to be protected by a camera to observe teachers who are frequently moving out from the school.

In fact stakeholders' suggestions are focusing on improving teaching environment and improving teachers' income. These suggestions seem to be directed to public secondary schools whose working environments are worse compared to private secondary schools. However, both public and private schools have the role to make

teaching environment conducive and to provide salary and incentives that will make teachers satisfied with what they earn within the teaching profession. There is evidence that financial compensation of teachers reduces moonlighting problem (Clotfelter, Glennie, Ladd & Vigdor, 2008).

Although increasing income to teachers is thought can banish moonlighting behavior, the challenge remains a difficult issue to solve because, on the contrary, Hanushek (2005) found no association between the salary and moonlighting behavior among workers. Raffel & Groff (1990) state that, in Delaware a majority of teachers still continued to moonlight even when their salaries were increased to replace moonlighting income. It is worth noting, however, that salaries in Delaware can at least meet the teachers' basic needs, which was not the case in Dar es Salaam. Thus, it is quite true that moonlighting may still prevail to a certain extent, but with multiple efforts such as those suggested by the stakeholders of education in this study, will help to reduce moonlighting problem significantly.

4.6 Chapter Summary

The chapter elaborated findings from the respondents such as response on forms of teachers moonlighting, causes of moonlighting behaviors among teachers, Effects of Moonlighting on Teachers Work performance, strategies used by heads of schools in curbing teachers moonlighting problems, teachers views on the effectiveness used by Head of school in curbing Moonlighting Problems, challenges faced by heads of schools in curbing teachers moonlighting and stake holders views on how to solve moonlighting problem.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary, conclusions and recommendations of the study are contained in this chapter. The summary is a recapitulation of the purpose and the research tasks, the conceptual framework that guided the investigation, methodology used in the study as well as the research findings. Conclusions are then drawn from the study findings, as providing short answers to the questions posed in Chapter One. Recommendations for action and for further studies are then provided.

5.2 Summary of the Study

The researcher sought to assess teachers' moonlighting behavior and its impacts on their job performance in Dar es Salaam region secondary schools. Three research questions were formulated to guide the investigation, focusing on exploration of form and nature of moonlighting activities; effects of moonlighting on teachers working performance and manner in which school management addressed teachers moonlighting.

The study was considered necessary as the findings were expected to provide answers to some of the questions that stakeholders have, concerning teachers moonlighting and its impact on their job performance in Dar es Salaam region secondary schools. Secondly, the findings were expected to provide useful information on nature and forms of teachers' moonlighting that could be used by

policy makers, planners, officials, practitioners, and stakeholders. Finally, the findings were expected to shed light on ways of addressing teachers moonlighting in Tanzania secondary schools.

The study was confined to Dar es Salaam region secondary schools of which two schools were selected from each of the three districts of Ilala, Kinondoni and Temeke. The study was affected by a number of factors such as financial constraints and limited time. The time and funds allocated for the study were not enough to conduct it in a wider area to allow generalizations. Hence, the study was confined to 6 secondary schools out of 311 secondary schools in Dar es Salaam region. Despite the limitations, the researcher was able to gather enough data to meet the requirements of the research questions.

Various literatures related to this study were reviewed, which covered theoretical stances on goal and motivation theory. Whereas the goal model focused on direct worker behavior and performance which lead to certain outcome, the motivation theory emphasized the need of the worker to be satisfied in the job so as to lower the probability of seeking a second job.

Similarly, empirical studies on teachers' moonlighting and its impact on their job performance from developed and developing countries, as well as from Tanzania, were reviewed. They had established the need to focus on issues such as salary, which meet the cost of living and conducive working environment so that they could have an effect on moonlighting practices.

The research instruments used in this study comprised documentary review and semi-structured interview guides for heads of schools, academic masters, subject teachers and zonal chief school inspector, focus group discussion with secondary school students, as well as questionnaires for subject teachers.

The study sample were obtained through convenient and purposive, comprised 6 heads of schools, 6 academic masters, 1 zonal chief secondary school inspector, 144 school teachers and 48 students. All these were involved and requested to provide their experiences and insights on teachers moonlighting and its impact on their job performance in Dar es Salaam secondary schools. Qualitative data were subjected to content analysis, while quantitative data were extracted, classified, tallied and computed into percentages and presented in tables and charts.

5.3 Summary and Conclusions from the Research Findings

The findings were presented according to the sub-themes derived from the related research questions. The summary consists of a brief articulation of the research findings, and conclusions are specifically related to the study objectives, questions and the study findings.

The nature and forms of moonlighting teachers' engage in so as to understand the situation which leads to their engagement in such practices. Regarding forms of moonlighting teachers engaged in, the study found teaching private tuition, teaching part time, and petty trading like grocery selling, catering and tailoring as leading types of moonlighting activities in which teachers are engaged in their respective schools.

It is, therefore, concluded that teachers' moonlighting in Dar es Salaam informs partial reason for poor job performance and poor student performance in schools.

Causes of Moonlighting the study found that low salaries, high cost of living, lack of incentives, high demand of teachers, open business opportunities, introduction of double sessions and low work load are the factors causing teachers moonlighting where high cost of living in the city informs a major cause of teachers moonlighting. Insufficient salary ranked the second cause for moonlighting among teachers. Findings clearly evidence that there is a relationship between cost of living and the amount of salary one earns relatives to increased cases of moonlighting.

It was also found that private secondary schools had stricter management system involving strict attendance routine, leading to low incidences of moonlighting. This forced some teachers to remain at work places for the whole day. It can be concluded that strict management could also form a good strategy for overcoming teachers' moonlighting practices in public secondary schools.

Concerning moonlighting effect on teacher's job performance, the study found that it has negatively affected teacher lesson planning, preparation of schemes of work, preparation of lesson plans and teaching facilities.

It was also found that majority of moonlighters skipped some of the contents in the syllabi due to insufficient time, some of them were overloaded with activities thus preferring to use lecture methods followed by assignments to students, many of

which were not marked and no timely feedback was provided to students. It can therefore be concluded that insufficient time for teacher's preparations affect students' progress and performance.

About impact of teachers moonlighting on professional development the study found that most of the teachers lacked time for attending professional development activities such as self-reading, attending seminars or workshops and other in-service trainings because of being overwhelmed with secondary job. It is apparent that a situation like this may kill or distort teachers' professional development capacity because some moonlighters engage in other economic activities like trading or tailoring activities which are outside the realm of the teaching profession.

Concerning strategies which are used by school management to curb moonlighting, the study found that all heads of school employed use of log books, class journals, school rules and regulation, attendance registration books whereby teachers register in the morning, and the book where teachers sign out by reasons when they leave the school compound before closing time. They also inspected teachers' work performance as one of the strategies used to monitor moonlighting. This involved reviewing teachers' folio records such as schemes of work, lesson plans, lesson notes and pupils' exercise books so as to check if assigned job responsibilities are done effectively. It can be concluded that in spite of all these strategies moonlighting activities are still rampant.

Challenges that heads of the schools faced were found as including some teachers cheating to obtain sick sheets for pretend sickness, and female teachers taking

advantage of breast feeding after maternity leave as excuse to become available in other places.

The study found the most serious challenge involved some heads of schools themselves to engage in moonlighting as they were also in need of additional income. Where they were unable to attend personally they allowed some teachers to attend secondary job on paid token sums of money by the moonlighters. It can be concluded that curbing moonlighting is difficult especially where school heads become part of the problem.

The introduction of double session was also found to provide ample lapse time for teachers to engage in moonlighting activities and this motivated some of them to take loans from financial institutions, expecting that the differences in take-home after debt deduction would be through moonlighting income. It is evident that this situation lands them into financial crises and misconduct practices.

Concerning stakeholders' views on how to curb moonlighting they mentioned salary increase to teachers to enable them to meet their basic needs, motivation and incentives to be provided to improve teaching and learning environment, improve school management capacity, provide timely teacher promotions, to set a law abolishing tuition and part time classes, existing rules and regulations to be strictly implemented, also a need to review educational policies in order to let teachers feel comfortable in their duty. It is obvious that if all the mentioned suggestions are seriously implemented, moonlighting practices by secondary school teachers would be minimized.

5.4 Recommendations

In the light of the study findings, analysis, discussion and conclusions reached the following recommendations for improvement of teachers' welfare and job performance and recommendation for further studies are made.

5.4.1 Recommendations For Improving Teachers' Welfare

Teachers as human resources play a significant role in the development of the nation but are among the most neglected public servants. Unlike machines, teachers are complex beings; they have got needs, values and aspirations and react to situations around them. It is therefore recommended that Ministry of Education and Vocational Training, local government and private schools owners should ensure that they offer best terms and conditions of service, including attractive pay package comparable to other professions requiring similar qualifications. This will not only make the teaching more attractive but shall be instrumental in curbing growing cases of moonlighting especially in public secondary schools.

Ministry of Education and Vocational Training and school owner should create a positive attitude towards teachers' welfare, by enhancing teachers retention programmes so that teacher will be able to afford to stay in their chosen profession. As organizational members they ought to be part and parcel of the teaching careers and avoid moonlighting. Management of human beings in particular requires even more sophisticated handling.

Government and private school owner should provide special incentives to head of school which will prevent them succumbing to in fluencies of moonlighting and to be

able to enforce laws and regulations impartially and without fear. This will in turn allow time to teachers to develop themselves professionally, and be able to regain their status in society as students start performing better than now is the case.

Governments and school owner should have own internal systems for lending money to teachers so as to avert them from consequences of borrowing from other financial institution that have little regard of their social and economic position.

Ministry of Education and Vocational Training and private school owners should provide incentives such as teaching allowance to their teachers, and improve working environment by providing rent allowance and transport charge in order to retain teachers in their working stations.

5.4.2 Recommendations for Further Studies

The introduction of double sessions in secondary schools in Dar es Salaam have given rise to ample time for teachers to stay home before coming to school if they are scheduled for the second session. Similarly those who come for the second session leave the school earlier. This has created a loophole for teachers to moonlight. It is recommended that further studies be conducted to investigate the effect of double session on teachers work performance in their permanent job so as to find alternative ways of overcoming the problems brought by double session.

Studies should be done comparing the academic performance of students taught by teachers who moonlight with the performance of students taught by teachers who do not moonlight. In order to find out whether moonlighting has any positive or negative impact on academic performance.

This study should be replicated on a larger scale by expanding the number of participants in order to find out the magnitude of the problem which will enable educational stake holders to provide permanent solution.

A study should be done comparing the cost of living with teacher salaries. The finding of the study may inform the Government to think about increasing amount of salary or finding other alternative ways like providing teachers incentives and the like.

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APPENDICES

APENDIX I: Questionnaire Guide for Secondary School Teachers in Dar es Salaam Region

This questionnaire aims at collecting information on public and private school teachers' on moonlighting practices and their effect on teachers and teaching. The information which is being sought will remain confidential and will be used for academic purpose only. For the purpose of this study, moonlighting is defined as working either inside or outside the school anytime for additional compensation e.g. teaching tuition classes or teaching part time in other schools.

District..... Name of School..... Private/Public.....

PART A: Background Information

Put a tick [v] in the brackets provided where you think it indicates your appropriate answer

1. Are you employed as a full time teacher? (i) YES [] (ii) NO [].
2. What is your gender? (i)Male [], (ii) Female [].
3. What is your highest level of formal education?
(i) Diploma [], (ii) Bachelor's Degree [], (iii) others specify.....
4. What class level(s) do you teach?
(i) Form I [], (ii) Form II [], (iii) Form III [], (iv) Form IV [], (v) Form V []
(iv) Form VI [].
5. What subject (s) do you teach? (i) Science subjects [], (ii) Art subject [].
6. How many years of teaching experience do you have? (1-5 years) [], (6-10 years) [], (11- 15 years) [], (16+ above) [].

PART B: Teachers Moonlighting Information

Put a tick [v] in the brackets provided or fill in the blanks where you think it indicates your appropriate answer

7. Teacher moonlighting is amongst the problems which face the teaching profession at both national and global levels. Is teacher moonlighting also a problem in your school? (i)YES [] (ii) NO []. If yes, in what ways?

.....

8. Do you moonlight during the school year? (i) YES [] (ii) NO [].

9. What extracurricular activities (if any) are you responsible for, but do not receive monetary compensation?

.....

10. What extracurricular activities (if any) are you responsible for that you do receive? Monetary compensation?

.....

11. Below is a list of what are regarded as teacher moonlighting activities which are commonly practiced amongst teachers, tick [V] the ones which are most engaged by teachers in your school.

- (i) Teaching tuition classes [] (ii) Parallel teaching in another school [] (iii) Petty Business [] (iv) Farm activities []. (v) Driver [] (vi) Cattle keeping [] (iv) Others []

Specify).....

12. If your teaching salary was significantly increased, would you still choose to moonlight? (i) YES [], (i) NO [].

Give reasons for your answer

If **Yes**, why?

If **No**, why?

13. How much would your monthly teaching salary need to be increased for you to choose not to moonlight?

14. How many hours do you moonlight per week? Tick [V] for your answer (i) 1-5
[] (i) 6-10 [] (i) 11-15 [] (i) 16-20 [] (i) More than 20 []

15. What are the causes of teacher moonlighting in your school?

16. List them and give explanation for each cause.....
.....
.....

17. Does moonlighting affect teacher lesson preparation? (i) YES [] (ii) NO []

18. Explain how for your answer

i) If **YES**, how?

ii) If **NO**, how?

19. Does moonlighting affect teachers' syllabus coverage ability? (i) YES [] (ii) NO
[]

Explain how for your answer

i) If **YES**, how?

ii) If **NO**, how?

20. Does moonlighting affect teachers in evaluation of student progress?

(i) YES [] (ii) NO [] Explain how for your answer

i) If **YES**, how?

ii) If **NO**, how?

21. Is your head of school happy with moonlighting activities?

(i) YES [] (ii) NO []. Give reasons for your answer

i) If **YES**, why?

ii) If **NO**, why?

22. Is your head of school effective in curbing teacher moonlighting in your school?

(i) YES [] (ii) NO [] [].

Give reasons for your answer.....

.....

23. Have you ever witnessed your head of school taking measures against your colleague(s) resulting from teachers' moonlighting behavior in your school?

(i) YES [] (ii) NO [].

24. a) Have you ever been accused or warned by your head of school due to moonlighting behavior? (i) YES [] (ii) NO [].

b) If your answer is YES, how many times have you been warned or reprimanded by Your head of school?

25. Has any of your colleagues been warned or reprimanded by your head of school due to moonlighting behavior? (i) YES [] (ii) NO [].

Thank You for Your Valuable Contribution

**APPENDIX II: Semi-Structured Interview Schedule for Subject Teachers in
Dar es Salaam Secondary School**

This interview guide aims at obtaining information related to public and private school teachers' on moonlighting practices and their effect on teachers and teaching. The information which is being sought will be confidential and will be used for academic purpose only. The interview will be recorded. For the purpose of this study, moonlighting is defined as working either inside or outside the school anytime for additional compensation e.g. teaching tuition classes or teaching part time in other schools.

Part A. Background Information

- i). Name of schoolPublic/Private.....
- ii). Gender (Male or Female).....
- iii). Education level e.g. form six.....
- iv). Professional qualification in teaching.....
- v). Teaching experience.....\

Part B. Teachers Moonlighting Information

- i). Apart from teaching in this school, what other activities do you do to earn extra income?
- ii). What are the factors that cause teachers moonlighting?
- iii). What would happen in your income earning if you stop moonlighting and only do your permanent job?

- iv). How does moonlighting affect teachers' work attendance to the class and school in general?
- v). How far does moonlighting affect teachers' lesson preparation and syllabus coverage?
- vi). Would you please list all activities performed by school teacher while moonlighting?
- vii). Do you have work rules and regulations in your school? If the answer is yes, how are they effectively enforced?
- viii). What is the challenge head of school faced in curbing moonlighting practices?
- ix). In your opinion, how can teachers moonlighting practices be abated?

Thank you for your valuable contributions

APPENDIX III: Semi-Structured Interview Schedule for Heads of Secondary Schools

This interview guide aims at obtaining information related to public and private school teachers' on moonlighting practices and their effect on teachers and teaching. The information which is being sought will be confidential and will be used for academic purpose only. The interview will be recorded. For the purpose of this study, moonlighting is defined as working either inside or outside the school anytime for additional compensation e.g. teaching tuition classes or teaching part time in other schools.

Part A. Background Information

1. Name of schoolPublic/Private.....
2. Gender (Male or Female).....
3. Education level e.g. form six.....
4. Professional qualification in teaching.....
5. Teaching experience.....
6. How many teachers (teaching staff) do you have in this school?
7. Years of experience as a head of secondary school.....

Part B. Teachers Moonlighting Information

1. Apart from teaching in this school, what other additional activities do your teachers engage in so that they can increase their income?
2. What types of jobs do they do?
3. What do you think are the root causes of teachers' moonlighting in your school?

4. How do these activities affect normal routine of teaching activities at your school?
5. How does moonlighting affect teacher job performance in your school?
6. What measures do you employ to curbing teachers' moonlighting in your school?
7. What challenges do you encounter in curbing teachers' moonlighting?
8. In your opinion, what do you think is the right way of solving this problem in your school?

Thank you for your valuable contributions

APPENDIX IV: Interview Schedule for Zonal Chief Inspector of Schools

This interview guide aims at obtaining information related to public and private school teachers' on moonlighting practices and their effect on teaching. The information which is being sought will be confidential and will be used for academic purpose only. The interview will be recorded. For the purpose of this study, moonlighting is defined as working either inside or outside the school anytime for additional compensation e.g. teaching tuition classes or teaching part time in other schools.

Part A. Background information

1. Gender (Male or Female).....
2. Education level e.g. form six.....
3. Professional qualification in teaching.....
4. Teaching experience
5. Years of experience as a school inspector in Dar es Salaam

Part B. Teachers Moonlighting Information

1. There is a claim that classroom teachers attend a second job, for example parallel teaching in another school or teaching tuition classes during and after school hours. How far do you consider this true?
2. Can you list the reasons provided to you by the school teachers as a cause of moonlighting?
3. How does the second job such as parallel teaching and teaching tuition classes affect normal routine of the school?

4. As an inspector is there any evidence to show that teachers are indeed moonlighting during the school hours?
5. When subject syllabuses are not fully covered, what are the major reasons provided to you by the school teachers?
6. Can you list the negative effects of teachers moonlighting on job performance which you usually reveal during the school inspection in Dar es Salaam education zone?
7. As a controller, evaluator and monitor of teachers performance, what measures have you taken to curb the problem of teachers moonlighting during school hours?
8. Do you think teachers' work rules and regulations are sufficient to control teachers' moonlighting?
9. In your opinion, what do you think is the right way of solving this problem in your school?

Thank you for your valuable contributions

**APPENDIX V: Semi-Structured Interview Schedule for Academic Master of
Secondary Schools**

This interview guide aims at obtaining information related to public and private school teachers' moonlighting and its effect on teaching. The information which is being sought will be confidential and will be used for academic purpose only. The interview will be recorded. For the purpose of this study, moonlighting is defined as working either inside or outside the school anytime for additional compensation e.g. teaching tuition classes or teaching part time in other schools.

Part A: Background Information

1. Name of schoolPublic/Private.....
2. Gender (Male or Female).....
3. Education level e.g. form six.....
4. Professional qualification in teaching.....
5. Teaching experience.....
6. How many teachers (teaching staff) do you have in this school?....
7. Years of experience as academic master.....

Part B. Teachers Moonlighting Information

1. In your school, do you have work rules and regulations? If the answer is yes, how are they used to curb moonlighting practices?
2. Apart from teaching in this school, what other additional activities are your teachers engaged in so as to increase their income?
3. What types of jobs do they do?

4. What do you think are the root causes of teachers' moonlighting in your school?
5. How do these activities affect normal routine of teaching activities at your school?
6. As an academic master, how does moonlighting affect teacher job performance in your school?
7. What measures do you employ to curb teachers' moonlighting in your school?
8. What challenges do you encounter in curbing teachers' moonlighting?
9. In your opinion, what do you think is the right way of solving this problem in your school?

Thank You for Your Valuable Contributions