



The Role of Job Satisfaction and Organizational Loyalty on Moonlighting Intentions

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ABSTRACT

The purpose of this research is to investigate the role of job satisfaction and organizational loyalty on teachers' moonlighting intentions in the Education Office. This is an applied research with a quantitative (comparative) approach conducted through a descriptive survey using standard questionnaires. The statistical population included all the e Middle school teachers of Mazandaran province, numbering 12250, according to the statistics. Of this population, using Cochran's formula, a sample consisting of 367 was formed ($n = 373$), the individual members of which were selected using simple random sampling. For measurement of the variables, we made use of the standard questionnaire developed by Elsharnouby et al (2021). Validity of the questionnaire was assessed and confirmed by the academic experts. Its reliability, as measured in terms of Cronbach's alpha ($=0.895$), was high and thus, confirmed. The obtained survey data for the test of the research hypotheses were analyzed using SEM-PLS technique. The results show that job satisfaction and loyalty have a negative and significant effect on the moonlighting intentions of the teachers. The results also indicate that job satisfaction has a positive and significant effect on the loyalty of teachers in the Education Office.

KEYWORDS: Job Satisfaction, Organizational Loyalty, Moonlighting Intentions

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1. Introduction

Teachers are the most critical factor in correctly directing the school movement towards organizational goals. One of the main concerns of managers at different school levels is how to create a suitable context for teachers in which they can function correctly and perform optimally with a sense of responsibility and commitment (Barati et al, 2013). Teacher moonlighting means that teachers have an additional or second job at the same time to meet their financial and non-financial ends. Working with two or more jobs not only negatively affects teacher performance, health, and working life balance, but may also cause teacher turnover. In order to prevent the negative effects of teachers' moonlighting, organizations and policy makers need to understand the factors that cause behavioral intentions among teachers leading to their moonlighting (Khera & Jaggarwal, 2022).

Moonlighting has been amazing because of the ever-expanding Internet companies and their teacher-friendly working methods. Having two or more jobs is working in a second job in addition to the main job, which is done either during the hours of the first job or in the free time after that (Ashwini et al, 2017). In the current digital era, organizations have turned to Internet activities instead of cost reduction, quality standards scaling, business processes reengineering, etc.

Moonlighting has become a challenge for the performance of human resources management, which requires interventions to ensure the efficient job performance of teachers (Seema et al, 2021).

Both developed and developing economies face the moonlighting phenomenon in their shadow economy. In all economies, we witness a significant growth in moonlighting methods. This is the reason why moonlighting has become an important phenomenon in the labor market (Ashwini et al, 2017). This method is generally started from partial moonlighting by the workforce and gradually, due to the individual's motivations (in this regard), it turns into full moonlighting. Working part time means spending a few hours doing a second job (Sangwan, 2014).

Job satisfaction can be one of the important and influential factors in the performance of employees of any organization. Job satisfaction refers to a type of pleasure and positive feeling towards work, which is also a function of the relationship between what a person expects from a job and what the job offers to him/her (Porter, 1999). The study of job satisfaction is important from two aspects: first, from the human aspect that employees should be treated fairly and with respect, and second, from the behavioral aspect that paying attention to job satisfaction can lead the employee's behavior in such a way that work and affect their organizational duties and lead to positive and negative behaviors on their part (Spector, 2000). Organizational loyalty is another important variable that as an independent or mediator variable can affect teachers' performance. The meaning of organizational loyalty is to use all the employees' power to achieve the goals of the organization, to be responsible, to do the work enthusiastically, to work hard, to conform to changes, to establish effective communication between teachers, etc. (Seema et al, 2021).

Also, research on the relationship between moonlighting and job satisfaction shows that most teachers resort to moonlighting in order to get this satisfaction in a second job, which they did not have in their first job (Seema et al, 2021). People may have different motivations for moonlighting. The most common reason for using moonlighting in the literature is financial pressure, but non-financial priorities such as lack of loyalty and job dissatisfaction also motivate people and encourage them to have several jobs at the same time (Sangwan, 2014). In this research, the role of two non-financial motives, i.e. job satisfaction and organizational loyalty, in moonlighting intentions is discussed and investigated. Therefore, the main question of the research is whether job satisfaction and organizational loyalty have a role in teachers' moonlighting intentions in the Education Office.

2. Theoretical framework and research background

Moonlighting, as a multidimensional, qualitative and fluid phenomenon, has been conceptualized and defined along a wide range of psychological, organizational and sociological approaches within the framework of such concepts as the lack of need satisfaction, the feeling of relative deprivation, or the feeling of injustice (Ghaderzadeh & Faraji, 2013). Job satisfaction is considered one of the most important factors affecting the employee's organizational performance. It signifies the employee's feeling of fulfillment of their ability and pleasure in the working environment and determines their attachment and interest in the organization (Adamy, 2018).

Job satisfaction is a multifaceted concept with internal and external dimensions. Sources of internal satisfaction lie in individual personality traits, such as the ability to take initiative and communicate with supervisors, which are called job qualitative aspects. Sources of external satisfaction are contingent, and dependent on environmental conditions, such as pay, promotion, and job security. The difference of organizational units in terms of job satisfaction can be seen as a sign of potential problem areas (Wolf, 2001). Job satisfaction indicates an individual's feelings about his job. When a person's work is in harmony with his values and needs, and when a person achieves the goals and activities that are important to him, his job satisfaction increases. Job satisfaction can have different dimensions. An employee who is satisfied with one aspect of the job may not be satisfied with other aspects thereof. For employees, not all aspects of job satisfaction are equally important. In addition, job satisfaction varies in different people and organizations (Adamy, 2018).

Robbins (2001) considers employee organizational loyalty as identification of the organization's aggressive levels, participation in organizational activities, identification of organizational goals, and the expectation to become a stable and long-term member of the organization. From the perspective of Robbins' organizational behavior, attitude towards work depends on three factors: job satisfaction, job interest and attachment, and organizational loyalty (Arthur and Boyles, 2007). Organizational loyalty, defined as a sense of belonging and a desire to maintain membership in and connection with an organization, implies a sense of attachment, a strong desire to be a member of a group, readiness to share efforts, a sense of trust, voluntary alignment with a group, and a willingness to follow organizational guidelines (Pourezza et al, 2013).

Khera and Jaggarwal (2022) reached the conclusion that moonlighting leads to financial benefits, career growth opportunities and new experiences and skills, personal development, efficient use of time, job security, etc. Seema et al (2021) noted that organizational commitment has a mediating effect in the relationship between job satisfaction and moonlighting, while job satisfaction has a very high positive effect on organizational commitment. Ashwini et al (2017) concluded that in the absence of preventive retention benefits for committed employees who are experienced and loyal, the organizational commitment of these employees is lost and they look for second jobs to pursue their personal ambitions. Ara and Akbar (2016) found that people engage in moonlighting to get more job satisfaction that they cannot get in their main jobs. Khatari and Khoshbou (2014) investigated the moonlighting techniques and organizational commitment among employees and estimated that when people turn to moonlighting to earn more money, this will definitely affect organizational commitment. Noorani et al (2022) observed that psychological states were a major factor in cultivating employee loyalty in the Education Office. These results can provide the basis for revision and making fundamental changes in organizational rules. Esmaili and Saidzadeh (2017), in a research titled *The Effect of Job Satisfaction on Performance, given the Mediating Role of Organizational Loyalty*, found that job satisfaction had a positive effect on

organizational loyalty and organizational loyalty, in turn, positively affected job performance with a path coefficient of 76 percent. Ghaderzadeh and Faraji (2014), in a research titled Analysis of teachers' experiences with moonlighting: A qualitative study of reasons and consequences stated that teachers' moonlighting is a common phenomenon considered as a challenge for the education system.

Therefore, based on the above background and drawing on the model of Seema et al (2021), the research conceptual model is conceived as follows:

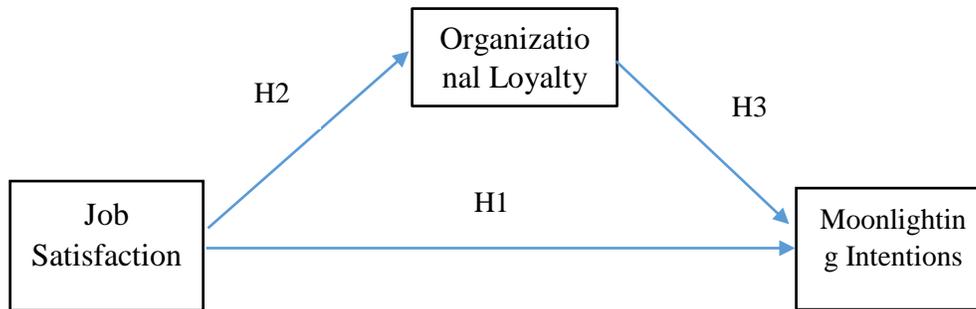


Figure 1. Research conceptual model (Source: Seema et al, 2021)

Given the research conceptual model, the following hypotheses are posited:

Hypothesis 1. Job satisfaction has a negative and significant effect on moonlighting Intentions of teachers.

Hypothesis 2. Job satisfaction has a positive and significant effect on organizational loyalty of teachers.

Hypothesis 3. Organizational loyalty has a negative and significant effect on moonlighting Intentions of teachers.

3. Methodology

This is an applied research with a quantitative (comparative) approach conducted through a descriptive survey using standard questionnaires.

The statistical population included all the Middle school teachers of Mazandaran province, numbering 12250, according to the statistics. Of this population, using Cochran's formula, a sample consisting of 367 was formed ($n = 373$), the individual members of which were selected using simple random sampling.

For measurement of the variables, we made use of the standard questionnaire developed by Elsharnouby et al (2021) as detailed in table 1.

Table 1. Features of the research questionnaire

Components	Number of items
Job Satisfaction	19
Organizational Loyalty	4
Moonlighting Intentions	7

The questionnaire was adapted and validated consulting the supervisor and other professors with expertise and knowledge of the field.

A preliminary test of reliability was performed by distributing the questionnaire among 30 respondents, according to which the obtained Cronbach's alpha for all variables of information sharing level and the whole questionnaire was more than 0.7. Next, the obtained data from the whole sample was analyzed in SPSS and the SmartPLS4 software, using structural equation modeling (SEM) technique for PLS.

4. Findings

In this section, the results of confirmatory factor analysis of each research variable by SmartPLS 4 are presented. The strength of the relationship between the latent and observable variable is given by the factor loading. Factor loading is a value between zero and one. If the factor loading is less than 0.4, the relationship is considered weak and is ignored. A factor loading between 0.4 and 0.6 is acceptable, and if it is greater than 0.6, it is very desirable (Klein, 2010). The factor loadings of the research variables were calculated separately as shown in figure 2.

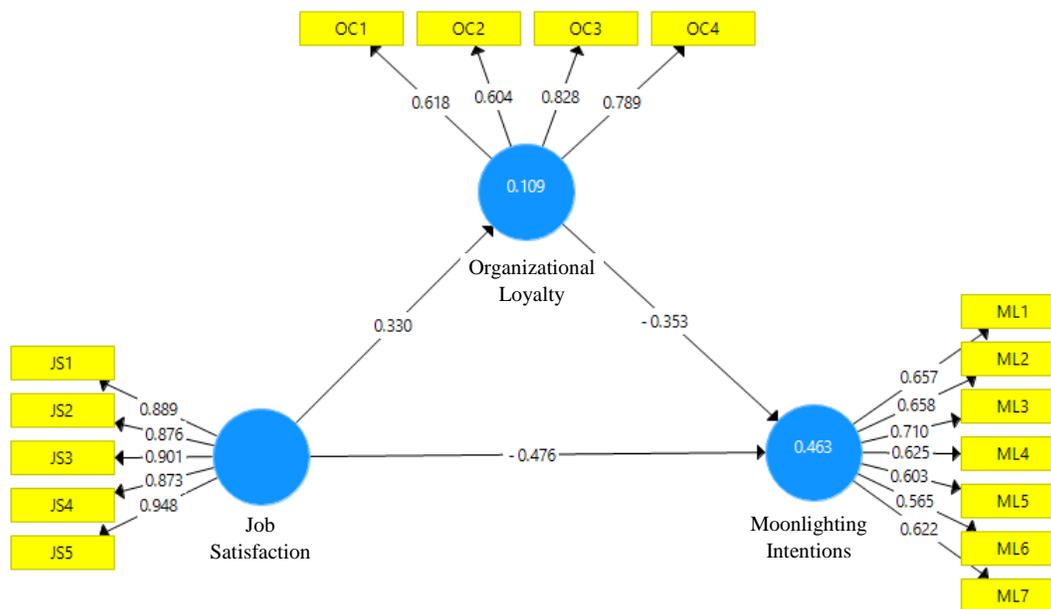


Figure 2. Factor loadings of model components in standard state

As can be seen in the figure above and table 2, in all the model's constructs, factor loadings have values greater than 0.4. Hence, the reliability of measurement models is acceptable. Having measured the factor loadings of the questions, Cronbach's alphas and composite reliability (Dillon–Goldstein's ρ) were computed, the results of which are reported in the table below.

Table 2. The results of Cronbach's alpha, composite reliability (CR), and convergent validity

Dimension	CR	Cronbach's alpha	Convergent validity (AVE)
Organizational Loyalty	0.702	0.806	0.514
Moonlighting Intentions	0.775	0.825	0.604
Job Satisfaction	0.939	0.954	0.806

As is seen in the above table the obtained Cronbach's alpha for all dimensions is greater than the threshold of 0.7, hence the research reliability is confirmed.

To test the composite reliability (CR) of each construct, the Dillon-Goldstein coefficient (ρ) is used. The composite reliability reported in table 1 for each construct is greater than the threshold 0.7, hence composite reliability of the constructs are confirmed.

Another criterion in examining the measurement model fit in terms of internal consistency of the constructs is convergent validity which is measured by average variance extracted (AVE). In the table above, the obtained AVE for all constructs is greater than the minimum acceptable value 0.5, whereby the convergent validity of the model is confirmed.

We also use the measure heterotrait-monotrait ratio (HTMT) to assess discriminant validity. If the HTMT value is less than 0.90, there is discriminant validity among the constructs (Henseler et al, 2015).

Table 3. Discriminant validity by HTMT

HTMT	Organizational Loyalty	Moonlighting Intentions	Job Satisfaction
Organizational Loyalty			
Moonlighting Intentions	0.643		
Job Satisfaction	0.390	0.523	

Overall model fit

Chen (1998) proposed three values of 0.19, 0.33 and 0.67 as criterion values for weak, moderate and strong R^2 values, respectively, as the indicators of the structural model overall fit.

Table 4. R^2 values

Variable	R^2 value	Adjusted R^2 value	Q^2
Organizational Loyalty	0.109	0.107	0.174
Moonlighting Intentions	0.463	0.460	0.195

The second structural model fit index is the Q^2 index. This measure indicates the predictive power of the model regarding an endogenous construct. As a rule, Q^2 values of 0.02, 0.15 and 0.35 indicate weak, moderate and strong predictive power corresponding to an exogenous construct, respectively. Given the R^2 and Q^2 values, as reported in table 4, the structural model overall fit and predicting power is confirmed. According to Henseler et al (2014), a standardized root mean squared residual (SRMR) value of below 0.1, and in a conservative case, of 0.08, indicates the model adequate overall fit.

Table 5. The results on the overall model fit using standardized root mean squared residual (SRMR) and NFI index

Latent variables	Saturated model	Estimated model
SRMR	0.089	0.089
NFI	0.658	0.658
d_ ULS	2.113	2.113
d_ G	1.289	1.289

The NFI index, which is called the Bentler-Bonnet index, is a comparative fit index. This index assesses the model by comparing the chi-square values of the independent model and the chi-square of the saturated model. An NFI value above 0.9 is acceptable, indicating the model suitability. Bootstrap provides confidence intervals for the two values discrepancy. Values greater than 0.05 for d_ULS measure (i.e. the Euclidean least square discrepancy) and d_G (i.e. the geodesic discrepancy) indicate good model fit. The obtained d_ULS and d_G values in the above table which are more than 0.05 indicate the model good fit.

By default, PLS4 software tests relationships at the 95% confidence level, and since the t-value at this interval is equal to 1.96, any relationship with a t-value outside the range of -1.96 to +1.96 is considered statistically significant at the 95% confidence interval.

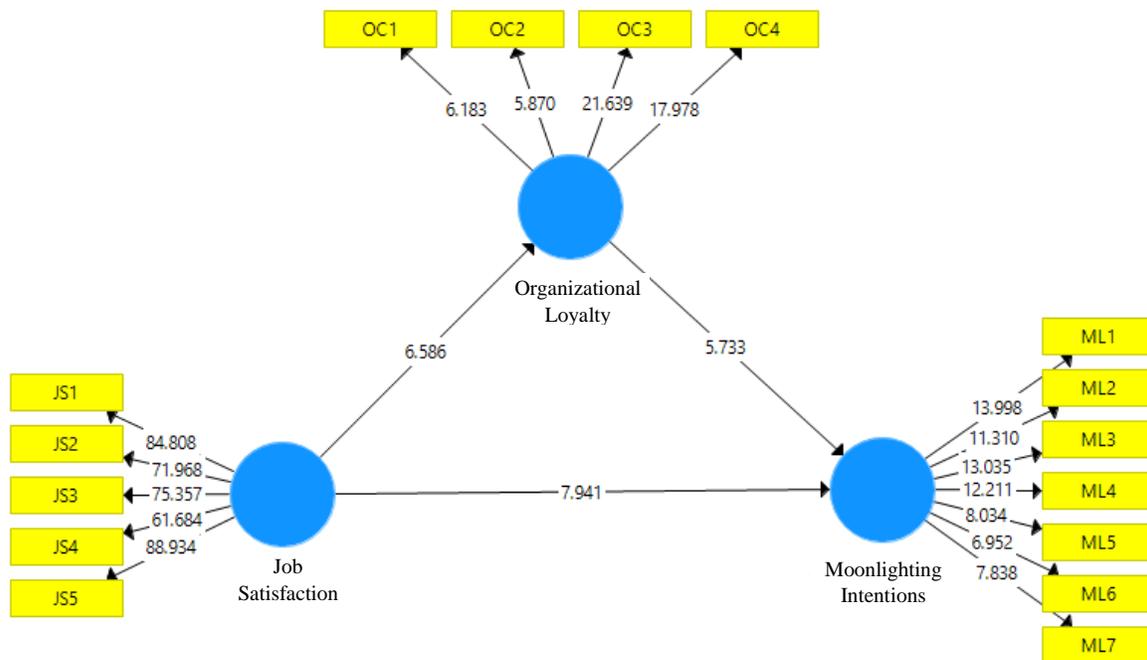


Figure 3. Significance coefficients of the conceptual model

The t-statistic shows the significance of the relationship between the variables. A t-value greater than 1.96 indicates a positive and significant effect; a t-value between -1.96 and +1.96 indicates the lack a significant effect; and a t-value smaller than -1.96 indicates a negative and significant effect. Also, if the path coefficients are above 0.6, it means that there is a strong relationship between the two variables; If it is between 0.3 and 0.6, there is a moderate relationship, and if it is below 0.4, there is a weak relationship. As shown in the model, all the hypotheses of the model are confirmed as their t-value falls outside the specified range, indicating the significance of all hypotheses and relationships between variables at the 95% confidence interval. The results on the test of the research hypotheses are presented in the table below.

Table 6. Results on the test of the hypotheses

Hypothesis	Path	Path coefficient	p-value	t-value	Test result
3	Organizational Loyalty-> Moonlighting Intentions	-0.353	5.733	0.000	Accepted
2	Job Satisfaction -> Organizational Loyalty	0.330	6.586	0.000	Accepted
1	Job Satisfaction -> Moonlighting Intentions	-0.476	7.941	0.000	Accepted

Given the results in the above table, all the research hypotheses are confirmed.

5. Discussion and conclusion

In the first research hypothesis, the significant effect of job satisfaction on teachers' moonlighting intentions was investigated; The obtained results from the analysis of the collected data confirm the negative and significant effect of job satisfaction on teachers' moonlighting intentions. This result is consistent with the findings of previous researchers such as; Spark and Hirschi (2019), Jeniron (2013) and Seema et al (2021). For instance, Spark and Hirschi (2019), after a review of the job satisfaction theories, explained the differences between subjective and objective job satisfaction, taking into account future directions in this regard. They admitted that job satisfaction is an influential factor in teachers' career path and moonlighting intentions. According to the results of the second hypothesis testing, job satisfaction has a positive and significant effect on teachers' loyalty. This is in line with the results documented by Poval et al (2019) and Bizeri (2018) and Mowanavir et al (2019). A possible explanation for this finding is that behavioral sciences consider many factors involved in promoting organizational loyalty, the most significant of which is job satisfaction (Mahouti et al, 2018). This result is in agreement with the findings of Purvanava et al (2006). Finally, the results of the third hypothesis testing confirm the negative and significant effect of organizational loyalty on teachers' moonlighting intentions. This finding is consistent with the results found in previous studies (e.g. Fadrissi et al (2019), Mahdinejad & Sedghi (2017) and Seema et al (2021). Fadrissi et al (2019), in their research which was simultaneously conducted among managers and employees, came to the conclusion that confirmed the presence of a significant relationship between employee job satisfaction and commitment and employee moonlighting.

Therefore, according to the results of the research hypotheses, it is suggested to the education managers, by providing a dynamic and lively environment for teachers, to increase their job satisfaction and loyalty, and in this way, by providing the grounds for reducing their moonlighting intentions. Considering that job performance is greatly influenced by job and organizational satisfaction, human resources managers should place a special emphasis on these variables and in this way increase the voluntary efforts of their skilled and knowledgeable teachers, which would lead to a faster progress in job satisfaction and result in more employee loyalty. Thus, the organization's managers should consider this cycle and facilitate and accelerate it. Further, it is necessary for the education managers to reduce moonlighting intentions by adopting the right type of leadership and planning appropriate methods of creating organizational loyalty and job satisfaction in teachers and their direct involvement in these matters. As a role model, managers should practically observe the organizational behavior and loyalty so that employees are encouraged to do likewise, performance is evaluated based on organizational loyalty, and in dealing with employees and distributing facilities among them, their job satisfaction is taken into consideration.

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ETHICAL CONSIDERATION

Authenticity of the texts, honesty and fidelity has been observed.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.