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Moonlighting intentions of teachers working in self financing colleges in Kerala

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Abstract

The phenomenon of moonlighting, wherein individuals engage in secondary employment alongside their primary job, has gained prominence in various professional sectors, including education. This abstract explores the moonlighting intentions of teachers working in self-financing colleges. In recent years, self-financing colleges have become prevalent due to shifts in education funding. This study aims to delve into the factors driving teachers' decisions to take up moonlighting roles while already employed in these colleges.

The research focuses on identifying key determinants influencing moonlighting intentions, such as financial motivations, job satisfaction, workload, and career advancement opportunities. By examining these factors, the study aims to shed light on the intricate interplay between financial needs and job-related factors that propel teachers towards moonlighting.

Understanding moonlighting intentions among teachers in self-financing colleges holds significance for educational institutions, policymakers, and educators themselves. Educational institutions can use insights from this study to design better compensation packages and work environments, potentially reducing the need for moonlighting. Policymakers can make informed decisions to support teachers' financial well-being and work-life balance. Finally, educators can benefit from understanding the motivations behind moonlighting, enabling them to make more informed career choices.

Thus this abstract provides a glimpse into the exploration of moonlighting intentions among teachers in self-financing colleges. By examining the complex interplay of factors influencing these intentions, the study aims to contribute valuable insights to the fields of education, workforce management, and policy developments.

Keywords: Moonlighting, intentions, attitude, self-financing teachers, motives, factors

Introduction

The study titled "Moonlighting Intentions of Teachers Working in Self Financing Colleges in Kerala" aims to delve into the supplementary employment practices of educators in the self-financing higher education sector in Kerala, India. With the proliferation of private colleges, this research investigates the motivations and factors driving teachers to engage in moonlighting, or seeking additional employment beyond their primary teaching roles. It seeks to uncover the underlying intentions, economic necessities, and the impact of moonlighting on the quality of education. This study holds significance in understanding the dynamics of academia in a rapidly changing educational landscape, shedding light on the dual professional commitments of teachers in Kerala's self-financing colleges.

This research aims to unravel the motivations, challenges, and implications of moonlighting among teachers in self-financing colleges. By exploring their intentions and the factors influencing their decisions to take on additional employment, we hope to shed light on the multifaceted aspects of this practice. Understanding the moonlighting intentions of teachers in Kerala's self-financing colleges is essential not only for educational policymakers but also for the broader educational community, as it can inform strategies to improve the overall well-being and effectiveness of educators while maintaining the quality of higher education in the state.

Statement of the problem

The problem addressed by this study, "Moonlighting Intentions of Teachers Working in Self Financing Colleges in Kerala," stems from the growing prevalence of teachers seeking secondary employment outside their primary teaching roles. This phenomenon has raised concerns about its potential impact on the quality of education in self-financing colleges in Kerala, India.

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The study aims to explore the underlying reasons and motivations behind teachers' moonlighting intentions, examine whether it is primarily driven by economic necessities or other factors, and assess its implications for the teaching profession and the overall educational environment in the state. By identifying these intentions and factors, the research seeks to provide valuable insights for educational policymakers and institutions to address this issue effectively.

Objectives

- To examine the primary motivations and factors that drive teachers in self-financing colleges in Kerala to engage in moonlighting.
- To evaluate the impact of moonlighting on the quality of education, teaching commitment, and work-life balance of educators in self-financing colleges.
- To formulate actionable recommendations and strategies for educational institutions and policymakers in Kerala to address moonlighting concerns

Significance of the study

The study on "Moonlighting Intentions of Teachers Working in Self Financing Colleges in Kerala" holds paramount importance for several reasons. Firstly, it sheds light on the motivations of educators to engage in additional employment, which can impact their primary teaching roles. Secondly, it provides insights into the financial conditions and job satisfaction of teachers, crucial factors in educational quality. Furthermore, it can inform educational policies and institutions about the need for better compensation and working conditions to retain quality educators. Ultimately, this research can contribute to the enhancement of both the teaching profession and the quality of education in Kerala's self-financing colleges.

Research methodology

The research methodology for studying "Moonlighting Intentions of Teachers Working in Self Financing Colleges in Kerala" will involve a mixed-methods approach. Initially, a quantitative survey will be conducted to gather data on teachers' moonlighting intentions, demographics, and job satisfaction levels. A stratified random sampling technique will be used to select a representative sample of teachers. Subsequently, qualitative interviews will be conducted with a subset of participants to gain in-depth insights into their motivations and experiences related to moonlighting. Data analysis will include statistical techniques for quantitative data and thematic analysis for qualitative data. The triangulation of findings will provide a comprehensive understanding of teachers' moonlighting intentions in Kerala's self-financing colleges.

Literature REVIEW

- Jaseena Ibrahim and Dr. Keerthi PA (2021) ^[10] studied "Moonlighting among private school teachers in Malappuram district, Kerala". Moonlighting and moonlighters are not a new concept, since from back people have started to moonlight. Moonlighting is commonly understood as having a second job in addition to a primary job. In addition, it is assumed that the primary job is usually a full-time job. Moonlighters are there in every profession. Reasons for moonlighting may be financial or non financial reasons. Teaching is

the profession with the highest rate of moonlighting (BLS 2001, Divocky 1978a) ^[11]. This is an attempt to study moonlighting among private school teachers in Malappuram district in Kerala. A sample of 204 teachers were selected using convenience sampling. This study was conducted to find who moonlights more and the reasons for moonlighting. It is found out that 54.90% of male teachers moonlight mainly to meet extra financial needs.

- Sushma B S and Dr.H. Rajashekar (2023) ^[12] studied "causes and consequences of teachers' moonlighting practices –a conceptual analysis". The economy and the environment around the world are changing very rapidly. Practices for managing human resources are likewise evolving and expanding in scope. Employees are much more worried about how they will prosper financially in this time of economic transformation and are striving to excel professionally. This has led to the addition of secondary job with additional remuneration with a different company on top of their primary job. This practice is called as employee moonlighting. In the teaching profession, holding multiple jobs is more frequent. This research paper is descriptive in nature and studies the concept, types, causes and consequences of moonlighting practices with the help of existing literature and attempts to give new insight regarding moonlighting practices among teachers.
- Timothy, V. L., & Nkwama, S. (2017) ^[13] discussed the determinants, types, and consequences of moonlighting practices among teachers using data from 313 primary schools in the Ilala district. The paper attempted to study the nature and degree of moonlighting among the sampled primary school teachers in the Ilala district. The analysis indicated that most of the respondents are of the opinion that moonlighting activities do not affect their primary job since most of the teachers carry out their own secondary production activities after working hours outside the schools.
- Ashwini, *et al.* (2017) ^[5] examined the drivers of multiple-job holding and its association with the demographic profile of IT professionals in Chennai city. Primary and secondary data were used to analyze the drivers of moonlighting among the middle-level employees of the IT sector. Primary data have been collected by questionnaire, and a sample size of 126 was drawn from the population by using the convenient sampling technique. Regression analysis, Independent sample T-Test, Correlation, and one-way Anova tools were used for the interpretation of the data. The author found that there is no significant difference between the type of the second job (moonlighting) and annual income, marital status, and the number of members in the family.
- Block *et al.*, (2016) ^[14] investigated the role of financial and non-financial motives in the process of transition of moonlighters from part-time entrepreneurship to full-time entrepreneurship by considering a sample of 481 observations in Germany. Descriptive statistical tools were used in the study. The study indicates only a minor influence of socio-demographic variables regarding the transition behaviour of part-time entrepreneurs and revealed that gender is not having any effect on the transition behaviour. The researchers found that motives of financial success, independence,

and self-realization are positively associated with transition behaviour whereas motives of supplementing income and achieving social recognition are negatively

associated with transition behaviour.

Results and Discussion

Table 1: Demographic Profile

Demographic factors	Number of respondents	Percentage of respondents
Gender		
Male	83	34
Female	160	66
Total	243	100
AGE		
Under 25	49	20
25-34	112	46
35-44	46	19
45-54	36	15
55 Above	0	0
Total	243	100
Education qualification		
Master’s Degree only	44	18
Master’s Degree with NET or SET	187	77
Ph.D. or Equivalent	12	5
Total	243	100
Department		
Arts	146	60
Science	16	6.7
Humanities	16	6.7
Social Science	65	26.6
Total	243	100

Source: Primary data

Interpretation: The table shows the demographic profile of respondents. Out of 243 respondents 66% are female and 34% are male. 46% of respondents are lying to the age group of 25-34.

77% of respondents having an education qualification of master’s degree with NET or SET. 60% of respondents are working in arts departments.

Table 2: Engagement in any secondary employment (moonlighting)

Engagement	Number of respondents	Percentage of respondents
Engaged	185	76.2
Not Engaged	58	23.8
Total	243	100

Source: Primary data

Interpretation: The above table shows the engagement of respondents in secondary employment. 76.2% of

respondents are engaged in secondary employment or moonlighting.

Table 3: Motives behind Moonlighting

Motives	Average (Likert Scale)	Standard Deviation	Rank
I engage in moonlighting activities to supplement my income.	4.07	1.33	1
Moonlighting helps me address job insecurity concerns.	3.85	1.33	3
I engage in moonlighting activities to advance my career.	3.73	1.1	5
My moonlighting activities align with my personal interests and passions.	3.62	1.28	6
Moonlighting is essential to meet my financial responsibilities (e.g., family obligations).	4.01	1.44	2
Moonlighting has had a negative impact on my job performance and commitment to my primary teaching role.	2.53	1.36	8
My self-financing college adequately supports its teaching staff in terms of compensation and benefits.	3.13	1.06	7
There are policies or regulations in my college that restrict moonlighting activities.	2.4	1.35	9
Moonlighting aligns with my long-term career goals.	3.78	1.03	4

Source: Primary data

Interpretation: The table shows the motives behind moonlighting. Respondents are mostly engaged in moonlighting activities to supplement their income and to

meet financial responsibilities. They disagree that there are policies or regulations in my college that restrict moonlighting activities.

Table 4: Factors influencing to engage moonlighting

Factors	Average (Likert Scale)	Standard Deviation	Rank
Insufficient salary from primary teaching job	3.27	1.16	3
Limited career growth opportunities in primary teaching job	2.93	1.22	4
Financial needs and responsibilities	3.93	1.16	1
Job insecurity in primary teaching position	3.4	1.12	2

Source: Primary data

Interpretation: The respondents strongly agree that the major factor influencing them to engage in moonlighting is the financial needs and responsibilities. The least affecting

factor is limited career growth opportunities in primary teaching jobs.

Table 5: Impact of moonlighting on your teaching commitment

Impact	Average (Likert Scale)	Standard Deviation	Rank
Moonlighting has negatively affected my commitment to my primary teaching job.	1.73	0.70	6
I find it challenging to balance my moonlighting commitments with my teaching responsibilities.	2.33	1.17	3
Moonlighting has resulted in reduced time and energy for lesson planning and student engagement.	2.54	1.19	1
Moonlighting has led to a decline in the quality of education provided in my college.	1.71	0.96	7
My moonlighting commitments have limited my availability for student consultations and support.	1.87	0.99	5
Moonlighting has negatively impacted my work-life balance, causing increased stress and burnout.	2.13	1.13	4
I find it difficult to allocate time for personal and family life due to my moonlighting commitments.	2.53	1.36	2

Source: Primary data

Interpretation: The table shows the impact of moonlighting on teaching commitments. They disagree on the given 7 statements. That means moonlighting has no impact over their primary teaching job. But the most

concerning impact is that moonlighting has resulted in reduced time and energy for lesson planning and student engagement and also they find it difficult to allocate time for personal and family life due to their moonlighting commitments.

Table 6: Strategies to address moonlighting concerns among educators

Strategies	Average (Likert Scale)	Standard deviation	Rank
Implementing competitive salary structures and benefits for educators.	4.13	0.64	4
Providing opportunities for professional development and career advancement within the institution.	4.4	0.51	1
Offering financial counselling and support services to educators facing economic challenges.	4.2	0.68	3
Establishing clear institutional policies and regulations regarding moonlighting.	4.07	0.88	5
Educators should be encouraged to prioritize their primary teaching roles over moonlighting activities.	3.8	1.08	6
Policymakers should collaborate with educational institutions to develop targeted financial support programs for educators.	4.25	0.68	2

Source: Primary data

Interpretation: The most suggested strategies to address the moonlighting concerns are providing opportunities for professional development and career advancement within the institution and also policymakers should collaborate with educational institutions to develop targeted financial support programs for educators.

Suggestions

- It's crucial to enhance the financial stability of educators by offering competitive salaries, regular and timely payments, and performance-based bonuses.
- Self-financing colleges should prioritize professional development opportunities, such as funding for further education, research, and clear career advancement paths within the institution, making primary employment more rewarding.

- Establishing reasonable working hours and reducing administrative burdens can help maintain a healthy work-life balance, reducing the necessity for additional jobs.
- Financial literacy programs can empower teachers to manage their finances effectively.
- Collaboration with government authorities and advocacy for affordable education policies can address broader systemic issues contributing to moonlighting intentions among educators in Kerala's self-financing colleges.

Conclusion

In conclusion, the study on the moonlighting intentions of teachers in self-financing colleges in Kerala sheds light on a critical issue within the education sector. The findings

reveal that a significant number of teachers are inclined towards engaging in secondary employment, highlighting the challenges they face in sustaining themselves on their primary income. This trend necessitates further attention from policymakers and educational institutions to address the underlying factors that drive moonlighting intentions. Strategies should be developed to improve the financial stability of teachers and enhance their job satisfaction, ultimately benefiting the quality of education in self-financing colleges and the overall educational landscape in Kerala.

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