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Drivers of Additional Paid Work among Higher-Education Teachers: An Organisational and Behavioural Perspective

Avik Sanyal[1], Sumanta Paul[2]
[1] Assistant Professor, Department of Business Administration, JIS College of Engineering
[2] MBA student, Department of Business Administration, JIS College of Engineering

Abstract
Secondary employment among academic professionals has become increasingly common due to financial needs, opportunities for professional development, and the growing flexibility of modern education systems. Faculty members may engage in consulting, research projects, private tutoring, online teaching, and other paid activities alongside their primary academic roles. Such engagements can strengthen professional networks, enhance skills, generate additional income, and support industry–academia interaction. However, they may also create challenges related to fatigue, work–life imbalance, conflicts of interest, reduced institutional commitment, and declining teaching or research quality. This study examines the factors driving academic professionals toward secondary employment, its effects on their performance, and its implications for higher-educational institutions in India. It further highlights the need for balanced institutional policies that allow professional growth and financial flexibility while safeguarding academic integrity, employee well-being, and the quality of teaching and research.

Keywords: Academic professionals, Satisfaction, Work life balance, primary job

1. Introduction
Secondary employment among academic professionals has become increasingly common, driven by factors such as financial necessity, career advancement, intellectual fulfilment, and opportunities arising from the growing gig economy. Faculty members may engage in consulting, freelancing, private tutoring, online teaching, research assignments, or industry collaborations to supplement their income and broaden their professional expertise. Such engagements can improve financial security, expand professional networks, strengthen practical exposure, and promote industry–academia collaboration. However, they may also create concerns related to excessive workload, work–life imbalance, conflicts of interest, reduced institutional commitment, and possible violations of organisational policies.
The influence of secondary employment on academic performance remains debatable. While additional professional engagements may contribute to skill diversification, research productivity, networking, and greater exposure to real-world applications of academic knowledge, excessive involvement can lead to fatigue, divided attention, reduced teaching and research effectiveness, and ethical concerns regarding the use of institutional resources (Kim & Brunner, 2020; Ghosh et al., 2023). These contrasting outcomes highlight the importance of understanding both the individual and organisational consequences of such employment practices.
This study examines the factors that encourage academic professionals to undertake secondary employment and evaluates its influence on teaching quality, research productivity, institutional commitment, and overall well-being. It further seeks to provide insights for higher-educational institutions in developing appropriate policies that accommodate employees' professional and

financial aspirations while protecting academic performance, organisational interests, and institutional integrity.

2. Literature review

Job satisfaction reflects an employee's overall evaluation of and emotional response to their work environment. Kreitner and Kinicki (2006) describe it as a positive emotional state arising from the appraisal of one's job and work experiences. It therefore encompasses how individuals perceive their duties, workplace conditions, relationships, rewards, and opportunities for fulfilment. Spector (1997) conceptualized job satisfaction as an attitudinal variable, while Dawes (2004) identified both cognitive and affective dimensions. The cognitive component relates to whether employees believe that their needs and expectations are being fulfilled, whereas the affective component represents the emotional responses associated with those perceptions. McNamara (1999) further suggested that satisfaction may depend on the nature of work, supervisory relationships, workplace conditions, and the level of fulfilment employees derive from their jobs.

Secondary employment refers broadly to undertaking additional work alongside one's primary occupation. Earlier literature generally defined it as holding two or more jobs simultaneously, with one usually constituting the main source of employment (Betts, 2005; Danzer, 2008). Over time, the concept has expanded to include consulting, self-employment, freelance assignments, private tutoring, professional projects, investment-related activities, and other income-generating engagements. Such work is no longer viewed merely as a response to inadequate earnings among lower-paid employees. Professionals may also pursue additional work for career development, intellectual stimulation, skill acquisition, networking, and greater occupational flexibility (Danzer, 2008).

Within higher education, participation in additional paid work is particularly important because the effectiveness of academic staff is closely connected with their motivation, commitment, professional competence, and working conditions. Theuri (2012) argued that employee morale and institutional commitment can be strengthened through appropriate remuneration, favourable employment conditions, and improved non-salary benefits. Inadequate compensation, limited career progression, inflexible working arrangements, and dissatisfaction with employment conditions may therefore encourage academics to seek supplementary sources of income or professional engagement outside their primary institution.

The theoretical basis for understanding such behaviour can be drawn from Equity Theory and Herzberg's Two-Factor Theory. Adams' (1965) Equity Theory proposes that employees compare the contributions they make to their work, including education, experience, effort, commitment, and time, with the rewards they receive, such as compensation, recognition, promotion, and professional opportunities. Perceived imbalance may create dissatisfaction and encourage employees to seek alternative ways of restoring equity. Herzberg, Mausner, and Snyderman (1999), meanwhile, distinguished between motivational factors and hygiene factors. Motivators such as achievement, recognition, responsibility, advancement, and meaningful work contribute to satisfaction, whereas inadequate salary, organisational policies, supervision, and interpersonal relations may generate dissatisfaction. These theoretical perspectives indicate that both insufficient external rewards and unmet intrinsic expectations may influence employees' decisions to undertake secondary employment.

Empirical research further demonstrates the connection between workplace conditions, job satisfaction, commitment, and additional employment. Shaikh and Zahid (2017), while examining employee retention in Pakistan's hospitality sector, identified relationships among part-time employment, employee turnover, job satisfaction, and organisational commitment. Similarly, Agbozo et al. (2017) demonstrated that the work environment significantly influences job satisfaction. Such findings suggest that dissatisfaction with employment conditions may encourage individuals to search for additional professional opportunities while remaining attached to their primary jobs.

Betts (2011) categorized the motivations for secondary employment into two broad perspectives: financial/economic and individual/dispositional. The economic perspective suggests that employees undertake additional work primarily to satisfy financial obligations or improve household income. The dispositional perspective, in contrast, emphasizes ambition, achievement orientation, personal energy, professional aspiration, and the desire for fulfilment. Employees may therefore seek additional work even when financial necessity is relatively limited. Banerjee (2012) similarly noted that multiple jobholding may be understood either through simultaneous participation in several occupations or through engagement in multiple jobs over a specified period. These interpretations demonstrate that supplementary work may arise from a combination of economic necessity, career aspirations, and personal preferences.

Individual characteristics may also influence secondary employment decisions. Betts (2011) associated dispositional motivations with ambition, achievement, and personal fulfilment, suggesting that some individuals are naturally more inclined toward multiple professional engagements. Wang, Ni, and Xie (2006) similarly emphasized the importance of personal characteristics and individual disposition in employment behaviour. Professional aspirations, personality, career orientation, and the desire for autonomy may therefore explain why employees exposed to similar organisational conditions make different decisions regarding additional work.

Financial considerations nevertheless remain among the most frequently identified motivations. Employees whose primary income is insufficient to meet financial obligations may seek supplementary employment to enhance financial security (Scott et al., 2020; Sanchez, 2015). At the same time, the literature uses several related expressions, including multiple jobholding, portfolio working, hybrid entrepreneurship, dual practice, and portfolio careers. These terms indicate that participation in more than one income-generating activity can take diverse forms and may represent either financial necessity or deliberate career diversification.

Job dissatisfaction and weak organisational attachment may further encourage additional employment. Employees who are dissatisfied with their primary jobs may be unable or unwilling to resign because of financial obligations, job security, or personal circumstances. Secondary work can consequently provide additional income, autonomy, professional fulfilment, and opportunities to explore alternative career paths. It can also help employees develop new skills, expand professional networks, and assess future occupational opportunities. However, excessive engagement in multiple jobs can potentially reduce the time and energy available for primary employment.

These concerns are particularly relevant in academic institutions, where faculty responsibilities extend beyond classroom teaching to research, mentoring, administration, curriculum development, and community engagement. Brown, Sullivan, and Maninger (2019) highlighted

concerns regarding the possible effects of additional employment on educators' morale and classroom performance. While supplementary professional activities may provide economic and professional benefits, excessive workload may produce fatigue, divided attention, reduced organisational commitment, and deterioration in teaching or research performance.

Recent studies have increasingly examined the antecedents and consequences of secondary employment. Sharma and Rautela (2024), through a systematic literature review, identified four major areas of concern: determinants of secondary employment intentions, consequences for employees and employers, regulatory considerations, and economic influences. Their work emphasizes the importance of organisational policies that recognise employee aspirations while protecting institutional interests.

In the academic context, Taiwo, Bako, and Ajibode (2024) examined additional employment among academic staff in Federal Polytechnics in Southwest Nigeria. Their findings indicate that financial pressures, job satisfaction, and career advancement opportunities significantly influence employees' decisions to engage in supplementary work. Although such activities may generate additional income and encourage professional development, excessive involvement can adversely affect organisational performance and service delivery.

Similarly, Walbe and Gyang (2020) investigated additional employment among academics in public universities in North-Central Nigeria. They identified activities such as part-time teaching and small-scale commercial engagements as common forms of supplementary work, primarily driven by inadequate remuneration and demand for academic expertise. Their findings suggested that extensive participation in such activities could negatively affect teaching, research, and community-service responsibilities.

Overall, the literature indicates that secondary employment among academic professionals is shaped by a complex interaction of organisational, financial, behavioural, and dispositional factors. Insufficient compensation, dissatisfaction with working conditions, limited career advancement, professional ambition, the desire for autonomy, and opportunities for skill development may all influence such decisions. At the same time, additional employment can produce both positive and negative outcomes. It may improve income, professional exposure, networking, and skill diversification, but excessive engagement may contribute to fatigue, work–life imbalance, divided attention, conflicts of interest, and reduced institutional commitment. These competing outcomes highlight the need for higher-educational institutions to develop balanced policies that protect institutional effectiveness while recognising the evolving professional and financial aspirations of academic staff.

3. Research Methodology and Empirical Analysis

Table 1. Descriptive Statistics

Variables	**Mean**	**Std. Deviation**	**N**
Perceived Impact on Academic Performance and Work-Life Balance	17.84	4.36	92
Perceived Job Fulfilment	25.92	2.48	92
Inclination toward Secondary Employment	11.86	6.95	92

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Professional Drive and Career Aspiration	15.21	1.63	92

Table 1 presents the descriptive characteristics of the major variables included in the study. The mean score for perceived impact on academic performance and work-life balance is 17.84, with a standard deviation of 4.36. This indicates a moderate degree of variation in respondents' perceptions regarding how engagement in additional employment may influence their professional responsibilities and personal lives.

Perceived job fulfilment records a mean value of 25.92 and a comparatively low standard deviation of 2.48, indicating relatively homogeneous responses among academic professionals. In contrast, inclination toward secondary employment records a mean of 11.86 with a considerably higher standard deviation of 6.95. This suggests substantial differences among respondents regarding their willingness or preference to undertake additional employment alongside their primary academic positions.

Professional drive and career aspiration have a mean score of 15.21 and a standard deviation of 1.63. The relatively small dispersion indicates that respondents demonstrate a broadly similar pattern concerning their motivation for professional development, achievement, and engagement in activities beyond their conventional employment responsibilities.

Table 2. Variables Entered/Removed

Model	**Variables Entered**	**Variables Removed**	**Method**
1	Professional Drive and Career Aspiration, Perceived Job Fulfilment, Inclination toward Secondary Employment	None	Enter

Dependent Variable: Perceived Impact on Academic Performance and Work-Life Balance

Table 2 shows the variables included in the multiple regression model. Perceived job fulfilment, inclination toward secondary employment, and professional drive and career aspiration were simultaneously entered as predictor variables using the Enter method. No variable was removed from the model. The dependent variable represents respondents' perceptions regarding the impact of additional professional engagement on academic performance and work-life balance.

Table 3. Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	.161	.026	-.007	4.376	2.073

Predictors: (Constant), Professional Drive and Career Aspiration, Perceived Job Fulfilment, Inclination toward Secondary Employment
Dependent Variable: Perceived Impact on Academic Performance and Work-Life Balance

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The model summary presented in Table 3 indicates an R value of .161 and an R^2 value of .026. Thus, the three predictor variables collectively explain approximately **2.6% of the variation** in perceived academic performance and work-life balance. The explanatory power of the model is therefore relatively weak.

The adjusted R^2 is -.007. A negative adjusted R^2 indicates that, after accounting for the number of predictors and sample size, the regression model does not provide an improvement over a model containing only the intercept. Consequently, the organisational and behavioural predictors included in the present model have limited collective ability to explain variations in the dependent variable.

The Durbin-Watson statistic is 2.073. A value close to 2 suggests that there is no substantial evidence of serial correlation among the regression residuals. Since the present study is based primarily on cross-sectional survey responses rather than conventional time-series observations, the Durbin-Watson statistic serves only as an additional diagnostic measure rather than a central test of model validity.

Table 4. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.977	3	14.992	.783	.507
	Residual	1684.897	88	19.147		
	Total	1729.874	91			

Dependent Variable: Perceived Impact on Academic Performance and Work-Life Balance
Predictors: (Constant), Professional Drive and Career Aspiration, Perceived Job Fulfilment, Inclination toward Secondary Employment

Table 4 evaluates the overall statistical significance of the regression model. The model produces an F-value of **0.783** with a corresponding significance level of **p = .507**. Since the p-value is greater than the conventional significance level of .05, the regression model is statistically non-significant.

The finding indicates that perceived job fulfilment, inclination toward secondary employment, and professional drive and career aspiration, when considered collectively, do not significantly predict respondents' perceptions regarding academic performance and work-life balance. Therefore, the evidence does not support a statistically significant combined relationship between the selected predictor variables and the dependent variable in the present sample.

Table 6. Regression Coefficients

Model	Predictor	B	Std. Error	Standardized Beta	t	Sig.	Tolerance	VIF
1	Constant	17.260	8.717	—	1.980	.051	—	—
	Perceived Job Fulfilment	.182	.207	.103	.879	.382	.982	1.018

	Inclination toward Secondary Employment	-.061	.071	-.097	-.859	.393	.976	1.025
	Professional Drive and Career Aspiration	-.284	.293	-.106	-.969	.335	.989	1.011

Dependent Variable: Perceived Impact on Academic Performance and Work-Life Balance

Table 5 presents the individual regression coefficients and multicollinearity diagnostics. None of the three predictor variables demonstrates a statistically significant relationship with perceived academic performance and work-life balance at the 5% significance level.

Perceived job fulfilment has a small positive coefficient (**B = .182, β = .103, p = .382**), suggesting that higher levels of job fulfilment are associated with a marginal increase in the dependent-variable score. However, the relationship is statistically non-significant.

Inclination toward secondary employment demonstrates a small negative association with the dependent variable (**B = -.061, β = -.097, p = .393**). Although the negative coefficient suggests that stronger inclination toward additional employment may be associated with a slight reduction in the dependent-variable score, the effect is statistically insignificant.

Professional drive and career aspiration also exhibit a negative but weak relationship (**B = -.284, β = -.106, p = .335**). Thus, individuals with stronger professional aspirations do not demonstrate a statistically distinguishable difference in perceived academic performance and work-life balance based on the present regression model.

The collinearity statistics further indicate that multicollinearity is not a concern. Tolerance values range from **.976 to .989**, while VIF values range from **1.011 to 1.025**. These values are comfortably within commonly accepted thresholds and indicate that the three predictors represent sufficiently distinct dimensions. Consequently, the non-significant regression findings cannot be attributed to excessive correlations among the independent variables.

Overall Interpretation

The regression analysis reveals that the selected behavioural and employment-related factors have limited explanatory power in predicting perceived effects on academic performance and work-life balance. The model explains only 2.6% of the observed variation and is statistically non-significant (**F = .783, p = .507**). Furthermore, perceived job fulfilment, inclination toward secondary employment, and professional drive and career aspiration do not individually emerge as significant predictors.

These findings suggest that academics' perceptions regarding the effects of additional employment may depend on factors beyond individual satisfaction, employment inclination, and professional aspiration. Institutional policies, compensation adequacy, teaching workload, organisational commitment, family responsibilities, employment security, availability of

flexible working arrangements, and the nature or intensity of secondary professional engagement may potentially provide stronger explanations. The results therefore indicate that the decision to engage in supplementary employment and its perceived consequences are likely to be multidimensional rather than determined by a small set of behavioural characteristics.

4. Conclusion

The study concludes that perceived job fulfilment, inclination toward secondary employment, and professional drive and career aspiration do not significantly explain variations in academic performance and work-life balance among higher-education teachers. Although secondary employment may offer financial support, professional exposure, and opportunities for career development, its consequences appear to depend on a broader set of personal and institutional circumstances. The findings therefore suggest that additional employment decisions among academics should not be viewed solely through behavioural or motivational factors. Higher-educational institutions should adopt balanced and transparent policies that consider workload, compensation, flexibility, professional development, and employee well-being while safeguarding teaching quality, research productivity, institutional commitment, and academic integrity.

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