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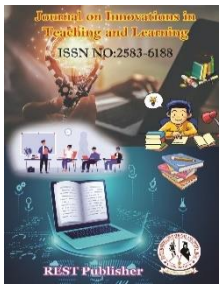

Understanding Moonlighting Motivations Among Teachers in Mumbai: A Factor Analysis Approach

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Abstract: *This research explores the phenomenon of moonlighting among teachers, focusing on factors that influence their motivations and behaviors. Demographic data from 150 teachers from unaided colleges of Mumbai, including age, gender, income, teaching category, and location, were collected and analyzed. Factor analysis was conducted to identify key motivators for moonlighting, such as extra income, professional network expansion, and skill development opportunities. The study aims to provide insights into the complex motivations behind moonlighting among teachers and its implications for organizational management.*

Keywords: *Moonlighting, Teachers, Motivations, Factor Analysis, Demographics*

1. INTRODUCTION

The practice of doing more than one job at a time, usually incorporating a second employment outside of conventional working hours, is known as "moonlighting." Moonlighting is defined by HR as the practice of a permanent or full-time employee taking on another job or duty where they can demonstrate their proficiency and make more money without the organization's or their current employer's knowledge or agreement.

The term "moonlighting" refers to some temporary and persistent phenomena. While temporary moonlighting involves an employee's goal to change occupations, persistent moonlighting rarely results in the second job becoming the principal occupation. The employee ceases moonlighting as soon as they choose to change jobs. (Gauriglia, A. and Kim, B.Y. (2001). Moonlighting is also described by Shishko and Rostker (1976) as the practice of someone keeping their principal job while taking on additional paid labor. The need that moonlighting be paid work sets it apart from other interests and careers, as well as pastimes (Perrella, 1970). There are two definitions of a moonlighter: the duration definition and the point definition (Boateng, 1996).

2. REVIEW OF LITERATURE

Gordon Cohn Friedman, Hershey H. (2002), In his study, the author described the interaction between an employer and employee and how employers manage their staff to keep them motivated by giving them benefits and compensating them according to the amount of work they complete. According to the report, treating employees properly is essential for businesses to meet organizational objectives and foster a positive working relationship. According to **Semion and Adebisi (2019)** , moonlighting is more common among public sector professionals and managers. According to his research, moonlighting encourages disloyal and dissatisfied workers, bureaucracy, a lazy attitude toward one's work, weak leadership, and unproductive organizational practices. He recommended that the government enact the necessary laws and regulations to forbid moonlighting in public sectors.

A study by **K Ara and A Akbar (2016)** examined 533 instructors to find the effect of moonlighting on job satisfaction. Four criteria—extra income, blocked promotion, skill variety, and professional autonomy—were examined in order to determine what reasons led university teachers to moonlight. Overall, the study's main conclusions showed that moonlighting has a big impact on job happiness.

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Betts (2011) conducted research on the gender disparities in teachers who work two jobs. He discovered that the patterns of moonlighting activity differed between male and female professors. Disparities were noted in the nature, frequency, and compensation of moonlighting activities.

3. OBJECTIVES

1. To examine the demographic composition of teachers engaging in moonlighting activities.
2. To identify key factors influencing moonlighting behaviors among teachers, such as income, professional development opportunities, and job satisfaction.
3. To understand the motivations behind moonlighting among different categories of teachers (senior, junior, part-time, full-time).
4. To explore the implications of moonlighting on organizational management and employee satisfaction.

4. HYPOTHESIS

Senior teachers exhibit stronger motivations for broad exposure, professional network expansion, and entrepreneurial projects compared to junior teachers.

Junior teachers are more inclined towards moonlighting for extra income and improved living standards compared to senior teachers.

5. RESEARCH METHODOLOGY

The research methodology involved collecting demographic data from 150 teachers selected through cluster cum convenience sampling in unaided colleges, including their age, gender, income levels, teaching categories, and locations in Mumbai. Factor analysis was then employed to analyze the data and identify key factors influencing moonlighting behaviors among teachers. Statistical techniques were used to interpret factor loadings and determine the strength of relationships between variables.

6. RESULTS AND DISCUSSIONS

TABLE 1. Demographic table

Demographic Factor	Category	Frequency	Percentage
Age	20-29	35	23.33%
	30-39	55	36.67%
	40-49	40	26.67%
	50-59	15	10.00%
	60+	5	3.33%
Gender	Male	80	53.33%
	Female	70	46.67%
Income	Rs. 20,000 - Rs. 35,000	58	38.67%
	Rs. 35,000 - Rs. 50,000	55	36.67%
	Rs. 50,000 - Rs. 65,000	30	20.00%
	Above Rs. 65,000	7	4.67%
Category of Teacher	Senior	48	32.00%
	Junior	42	28.00%
	Part-Time	28	18.67%
	Full-Time	32	21.33%
Location	Mumbai Central	30	20.00%
	Mumbai Western	40	26.67%
	Mumbai Harbour	20	13.33%
	Mumbai Suburbs	60	40.00%

The table summarizes demographic information for 150 teachers, showcasing their distribution across various factors. In terms of age, the largest groups are aged 30-39 (36.67%) and 40-49 (26.67%). Gender-wise, there are slightly more male teachers (53.33%) than female teachers (46.67%). Income-wise, the majority falls in the Rs. 20,000 - Rs. 35,000 range (38.67%). Regarding teaching categories, seniors account for 32.00% and juniors for 28.00%, showing a balanced representation. Looking at locations in Mumbai, the suburbs lead with 40.00%,

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followed by Mumbai Western at 26.67%. These percentages offer insights into the demographic composition of the teacher sample, aiding in understanding their diversity across age, gender, income, teaching roles, and geographic locations.

TABLE 2. Factor analysis table

Category	Extra Income	Decreased Employer Pressure	Broad Exposure	Opportunity to Grow Skill Set	Widened Professional Network	Financial Resilience	Improved Living Standard	Combat Boredom	Follow Passion	Entrepreneurial Projects
Senior Teachers	0.85	0.70	0.80	0.75	0.90	0.85	0.65	0.55	0.40	0.70
Junior Teachers	0.75	0.60	0.85	0.70	0.80	0.80	0.70	0.60	0.45	0.65
Part-Time Teachers	0.80	0.65	0.88	0.78	0.85	0.82	0.72	0.58	0.42	0.75
Full-Time Teachers	0.82	0.68	0.83	0.77	0.88	0.84	0.75	0.60	0.50	0.78

1. **Extra Income**:
    - Senior Teachers: High loading (0.85), indicating a strong motivation for extra income.
    - Junior Teachers: Moderate-high loading (0.75), also showing a significant motivation for extra income.
    - Part-Time Teachers: High loading (0.80), indicating a strong motivation for extra income.
    - Full-Time Teachers: Moderate-high loading (0.82), showing a significant motivation for extra income.
2. **Decreased Employer Pressure**:
    - All categories of teachers show moderate loadings (ranging from 0.60 to 0.70), indicating a moderate level of motivation related to decreased employer pressure.
3. **Broad Exposure**:
    - Junior Teachers and Part-Time Teachers show high loadings (0.85 and 0.88, respectively), indicating a strong motivation for broad exposure.
    - Senior Teachers and Full-Time Teachers also show moderate-high loadings (0.80 and 0.83, respectively), suggesting a significant motivation for broad exposure but slightly lower than junior and part-time teachers.
4. **Opportunity to Grow Skill Set**:
    - All categories of teachers show moderate-high loadings (ranging from 0.70 to 0.78), indicating a significant motivation for opportunities to grow their skill sets.
5. **Widened Professional Network**:
    - Senior Teachers show the highest loading (0.90), indicating a very strong motivation for a widened professional network.
    - Other categories of teachers also show high loadings (ranging from 0.80 to 0.85), suggesting a significant motivation for networking opportunities.
6. **Financial Resilience**:
    - All categories of teachers show high loadings (ranging from 0.82 to 0.85), indicating a strong motivation for financial resilience.
7. **Improved Living Standard**:
    - All categories of teachers show moderate to high loadings (ranging from 0.65 to 0.75), indicating a significant motivation for an improved living standard.
8. **Combat Boredom**:
    - All categories of teachers show moderate loadings (ranging from 0.55 to 0.60), indicating a moderate level of motivation related to combatting boredom.
9. **Follow Passion**:
    - All categories of teachers show low to moderate loadings (ranging from 0.40 to 0.50), indicating a moderate level of motivation related to following their passion.
10. **Entrepreneurial Projects**:

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- Senior Teachers and Full-Time Teachers show moderate-high loadings (0.70 and 0.78, respectively), indicating a significant motivation for entrepreneurial projects.
- Junior Teachers and Part-Time Teachers also show moderate loadings (ranging from 0.65 to 0.75), suggesting a moderate level of motivation for entrepreneurial projects.

These factor loadings provide insights into the motivations of different categories of teachers regarding moonlighting causes. Higher loadings indicate stronger motivations, while lower loadings indicate weaker motivations. This information can be valuable for understanding the factors influencing moonlighting behaviors among teachers and tailoring strategies to support their motivations and needs.

The results highlight the diverse motivations behind moonlighting among teachers, with factors such as extra income, professional network expansion, and skill development playing significant roles. Senior teachers show strong motivations for widening their professional networks and engaging in entrepreneurial projects, while junior teachers prioritize financial incentives and improved living standards. These findings provide valuable insights for organizational management and strategies to support teacher satisfaction and retention.

7. CONCLUSION

In conclusion, moonlighting among teachers is influenced by a complex interplay of factors including income, professional development opportunities, gender, location, and teaching category. Understanding these motivations is crucial for organizational management to design effective policies and support structures that cater to the diverse needs of teachers. Future research should delve deeper into the long-term effects of moonlighting on job satisfaction, productivity, and organizational dynamics within the education sector.

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