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Motivations and Implications of Secondary Jobs Among University Faculty: A Qualitative Study

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Literature Review:

Using data from a national survey of public school teachers, one researcher drew several conclusions based on his calculations of the survey data. He states, "moonlighting is a complex phenomenon. There may not be a 'typical moonlighter'." While many other authors have argued that increasing salaries for educators would decrease the incidence of moonlighting, Ballou argues that "First, teaching salary has little influence on moonlighting. An increase in salary large enough to replace all moonlighting earnings would reduce the time devoted to a second job by only a few hours a year, on average." Additionally, "Although teachers generally state that economic considerations lead them to take second jobs, the evidence shows that they do not, in fact, moonlight less when salaries rise." (1995)

Kimmel and Conway describe motives for moonlighting in a helpful way, calling the economic motivation *job constraint* and the motivation to have two jobs that are not perfect substitutes *heterogeneous jobs* or *job packaging*. The authors list some examples of this type of motivation: people whose second jobs provide them with advanced credentials to support their career, and those whose second jobs provide enjoyment while their primary jobs provide financial stability. (2001)

Very different conclusions were found by researchers Bell and Roach (1990). They conclude from their research that teachers are forced to hold second jobs out of "economic necessity." 1,546 Arkansas teachers were surveyed to determine the extent of moonlighting in that state. Of those studied, 88% reported that they worked because of economic necessity and 12% worked for personal fulfillment. 96% disagreed with the statement that their second job made them better teachers.

While several research projects echoed similar mixed results, more research is needed to determine if these findings would be standard for university faculty members.

Research Focus:

While there are many articles detailing the connection between professors and their desires to hold second jobs, few have taken the time to look at the motivations and reasons why faculty members seek secondary employment. With this knowledge, needing further research, it became the focus of this research project. The goal was to seek and find the wide spectrum of motivations behind professors' decisions to obtain and maintain secondary positions.

Participants:

Our participants consisted of seventeen (17) university professors with different levels of degrees in different areas of study, all employed at the same small private Christian Midwest university. A majority hold secondary positions within the same field that they teach at the university.

Method:

The first part consisted of *semi-structured interviews* (Alvesson, 2011) with participants, with questions ranging from motivations and support to personal activities and relationships. Specific questions were asked, but the direction of follow up questions was determined by the responses of the faculty member. The initial questions were generated from the basic constructs of the previous research done. Through this type of data gathering our research team sought to find a complete descriptive of the motivations of faculty members maintaining secondary employment.

All interviews were recorded and then transcribed at a later time and date for optimum coding purposes.

The type of coding utilized by the research team was an *open coding* procedure (Maxwell, 2012). What this meant for the coding process was the research team analyzed each line of every transcript looking for the most commonly used words, phrases and sentiments. The three research partners convened in this coding process to collectively receive the results of the coding. A few days after the primary convening for the coding process, a secondary coding analysis was implemented to ensure the validity of the initial coding process.

After major themes arose, several phrases that were connected to those themes were categorized and coded accordingly. Boundaries were implemented to maintain validity and strengthen individual themes. An expert qualitative researcher was invited to assist in the interview formation and added procedural knowledge and experience to the research project.

Results:

Three major themes arose after the completion of all seventeen interviews: ministry, money and merriment (or personal enjoyment).

1. Ministry

The theme of ministry was rather potent within the interviews. The participants viewed the secondary employment as a part of their "calling," or a "service to the community." Many simply stated that it was a ministry.

"Um, I suppose it depends on the kind of job so, um, I don't make a lot of money with these other efforts so it's really stuff that I like to do or what to do or feel you know led to do because of the ministry opportunities that are there."

2. Money

Money is broken into two themes: 1. That money was/is an important factor in obtaining and maintaining a secondary position, and 2. That money is not the primary reason they continue working outside their faculty position.

"This is a private school, we're not overpaid here."

While the large majority of the participants stated that the money was beneficial to them or was a necessity, the participants also stated that it was not the primary reason for their obtaining and maintaining secondary employment. Other motivations consisted of professional development and advancement, as well as improved instruction within the classroom.

"I have a responsibility to my profession to stay at the top of my game as long as I'm doing it. And to practice allows me to do that. It keeps me in touch with things that I've been exposed to that alter my career. If I was just teaching and not doing that I think I would begin to lose some of the acuity."

3. Merriment

While less significant, the motivation for personal enjoyment as a reason for obtaining or maintaining a secondary position was voiced by a majority of the participants.

"It's something I've always been interested in; something I've always wanted to do."