

# Moonlighting Intention among Lecturers: The Impact of Career Dissatisfaction and Work Life Balance

*Moonlighting  
Intention among  
Lecturers*

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**3481**

Submitted:  
JULY 2025

Accepted:  
SEPTEMBER 2025

## **ABSTRACT**

*The growing prevalence of moonlighting among university lecturers, driven by career dissatisfaction and work-life balance challenges, has raised concerns about its impact on academic performance and well-being. This study explores the factors influencing lecturers' intentions to engage in secondary employment, focusing on the interplay between career dissatisfaction and work-life balance. Using a qualitative literature review methodology, the research synthesizes existing studies to examine psychological and structural drivers of moonlighting. The findings reveal that dissatisfaction with career advancement, inadequate compensation, and lack of recognition significantly predict moonlighting intentions, while work-life balance serves as both a negative predictor and a mediating factor between career dissatisfaction and moonlighting. This study uniquely contributes to theory by extending work-life balance frameworks to highlight emotional and mental strain as key drivers in academia, and to practice by offering actionable strategies for institutions. Higher education institutions should address these issues through improved compensation, career development opportunities, recognition, and flexible work policies to reduce moonlighting and enhance faculty satisfaction. These findings underscore the need for targeted interventions to support lecturers' well-being and institutional productivity, providing a foundation for future research and policy development in academia.*

**Keywords:** Career Dissatisfaction, Higher Education, Lecturers, Moonlighting Intention, Work-Life Balance.

## **ABSTRAK**

*Meningkatnya prevalensi kerja sampingan di kalangan dosen universitas, yang didorong oleh ketidakpuasan karier dan tantangan keseimbangan kehidupan kerja, telah menimbulkan kekhawatiran tentang dampaknya terhadap kinerja akademik dan kesejahteraan. Studi ini mengeksplorasi faktor-faktor yang memengaruhi niat dosen untuk terlibat dalam pekerjaan sampingan, dengan fokus pada interaksi antara ketidakpuasan karier dan keseimbangan kehidupan kerja. Dengan menggunakan metodologi tinjauan pustaka kualitatif, penelitian ini mensintesis studi-studi yang ada untuk mengkaji faktor-faktor psikologis dan struktural yang mendorong kerja sampingan. Temuan penelitian mengungkapkan bahwa ketidakpuasan terhadap kemajuan karier, kompensasi yang tidak memadai, dan kurangnya pengakuan secara signifikan memprediksi niat kerja sampingan, sementara keseimbangan kehidupan kerja berfungsi sebagai prediktor negatif sekaligus faktor mediasi antara ketidakpuasan karier dan kerja sampingan. Studi ini secara unik*

**JIMKES**

Jurnal Ilmiah Manajemen  
Kesatuan  
Vol. 13 No. 5, 2025  
pp. 3481-3490  
IBI Kesatuan  
ISSN 2337 – 7860  
E-ISSN 2721 – 169X  
DOI: 10.37641/jimkes.v13i5.3838

*berkontribusi pada teori dengan memperluas kerangka kerja keseimbangan kehidupan kerja untuk menyoroti tekanan emosional dan mental sebagai pendorong utama dalam dunia akademis, dan pada praktik dengan menawarkan strategi yang dapat ditindaklanjuti bagi institusi. Institusi pendidikan tinggi harus mengatasi masalah ini melalui peningkatan kompensasi, peluang pengembangan karier, pengakuan, dan kebijakan kerja yang fleksibel untuk mengurangi kerja sampingan dan meningkatkan kepuasan dosen. Temuan-temuan ini menggarisbawahi perlunya intervensi yang terarah untuk mendukung kesejahteraan dosen dan produktivitas institusi, serta menyediakan landasan bagi penelitian dan pengembangan kebijakan di masa depan dalam dunia akademis.*

**Kata kunci:** *Ketidakpuasan Karier, Pendidikan Tinggi, Dosen, Niat Kerja Sambilan, Keseimbangan Kehidupan dan Pekerjaan.*

## INTRODUCTION

The issue of moonlighting among lecturers has garnered increasing attention in academic circles, particularly due to rising job dissatisfaction and challenges in achieving work-life balance. Moonlighting, defined as holding multiple jobs simultaneously, is a widespread phenomenon across various sectors, but it manifests uniquely in higher education due to the distinct professional demands on academic staff (Amde et al., 2018). Lecturers engage in moonlighting to supplement their income through diverse academic and non-academic activities, driven by financial needs, career advancement, or personal fulfillment (Prasad et al., 2024). Unlike other sectors where moonlighting often stems purely from economic necessity, in academia, it is also influenced by intellectual aspirations and dissatisfaction with institutional support, making it a pressing issue that impacts faculty well-being, teaching quality, and institutional productivity (Ashwini et al., 2017). The urgency of addressing moonlighting in academia arises from its potential to exacerbate burnout, reduce teaching effectiveness, and compromise student supervision, as lecturers juggle multiple roles to meet both financial and professional goals (Amini-Philips, 2019).

The academic environment presents unique challenges that differentiate moonlighting in this sector from others. Unlike corporate employees who may moonlight for straightforward financial reasons, lecturers face a complex interplay of heavy teaching loads, research expectations, and administrative duties, which strain their work-life balance and career satisfaction (George & George, 2022; Sheth, 2024). These pressures are compounded by relatively low compensation compared to the qualifications and workload of academic staff, pushing many to seek external opportunities (Khera & Kumar, 2023; Manogna & Swamy, 2024). For instance, a Brookings Institution analysis found that teachers, including lecturers, are 30% more likely to hold second jobs than non-teaching professionals, highlighting the prevalence of this issue in education (Greggs, 2022). Moreover, moonlighting in academia often involves activities like consulting, private tutoring, or industry collaborations, which can conflict with institutional commitments, raising concerns about academic integrity and faculty dedication (Sakyi & Agomor, 2021). This distinct context underscores the need for targeted research to understand the specific drivers of moonlighting among lecturers.

Despite the growing body of literature on moonlighting, a significant research gap remains in exploring the interplay between career dissatisfaction and work-life balance as predictors of moonlighting intentions, specifically among university lecturers. According to Štastný et al. (2021), while economic factors are well-documented drivers of moonlighting among schoolteachers, less attention has been paid to how career dissatisfaction and work-life imbalance uniquely influence lecturers in higher education, where professional expectations differ significantly. Studies by Choudhary and Saini (2021) and Singh et al. (2025) focus on corporate or lower-level education sectors, leaving a gap in understanding the academic context, where lecturers face unique pressures, such as demands for research output and uncertainties regarding tenure. This study aims to

bridge this gap by examining how career dissatisfaction and work-life balance interact to drive moonlighting intentions among university lecturers, offering a nuanced perspective on this phenomenon in academia. Additionally, it seeks to explore the mediating role of work-life balance and propose institutional strategies to mitigate moonlighting's negative effects.

The primary objective of this research is to investigate the impact of career dissatisfaction and work-life balance on lecturers' intentions to engage in moonlighting. Specifically, the study explores how dissatisfaction with career prospects, such as limited advancement opportunities and inadequate compensation, and challenges in achieving work-life balance contribute to lecturers' decisions to pursue secondary employment. Furthermore, it aims to identify practical strategies for higher education institutions to address these factors, such as improving compensation, offering flexible work policies, and enhancing career development opportunities, to reduce moonlighting behaviors and improve faculty retention and well-being. By focusing on the academic sector, this study provides original insights into a critical issue affecting the quality of higher education and the sustainability of academic careers.

## **LITERATURE REVIEW**

### **Moonlighting Intention**

In low-income countries, however, the fiscal space for implementing such policies is often limited due to low tax revenues, inefficient public sector spending, and high levels of external debt (Allam et al., 2021). Additionally, targeted fiscal policies aimed at supporting small and medium-sized enterprises (SMEs) have been shown to boost job creation and income generation, which in turn supports overall economic growth (Starr, 2014). The phenomenon of moonlighting, where employees engage in secondary jobs alongside their primary employment, is an area of increasing interest within academic circles, particularly in the context of higher education (Sheth, 2024). Some refer to the behavior as simultaneous holding of two or more jobs at the same time by an individual (Vermeeren, 2017; Nunoo et al., 2018). In the academic field, lecturers' decision to moonlight is often influenced by various factors, with career dissatisfaction and work-life balance standing out as two key determinants. Understanding how these factors drive lecturers to seek additional employment is crucial, not only for academic institutions but also for policymakers aiming to improve faculty welfare and productivity (Ali et al., 2023). Thematic analysis is a widely accepted qualitative method that allows for the identification of significant themes within textual data, which is particularly useful in understanding complex, subjective phenomena like the motivations behind moonlighting (Braun & Clarke, 2022).

### **Career Dissatisfaction and Moonlighting Intention**

Career dissatisfaction has long been recognized as a significant factor influencing employees' decisions to pursue secondary employment. In the context of academia, dissatisfaction can arise from various sources, including a lack of career advancement opportunities, insufficient compensation, or a perceived lack of recognition for one's professional achievements. According to Choudhary and Saini (2021), job dissatisfaction among lecturers is one of the primary reasons they seek moonlighting opportunities. The study emphasizes that career stagnation, particularly the absence of clear pathways for promotion and professional development, leads to lower job satisfaction and subsequently higher moonlighting intentions.

Dissatisfaction with salary and benefits has been identified as a key contributor to moonlighting behaviors. A study by Saini and Kaur (2024) found that lecturers who felt that their salary was below market value or not commensurate with their professional qualifications were more likely to seek additional income through external employment. This finding aligns with the work of Adongo et al. (2024) and Gultom et al. (2024), who posited that a significant gap between expectations and actual compensation levels in academia triggers moonlighting intentions as a means to supplement income.

Career dissatisfaction can be exacerbated by a perceived lack of recognition for hard work, which further motivates lecturers to look for opportunities that offer personal fulfillment and professional validation. According to Bhayana et al. (2024), recognition and career satisfaction are deeply intertwined, and the absence of recognition in academic institutions often drives faculty to explore alternative careers or moonlighting opportunities. These findings suggest that the dissatisfaction lecturers experience within their academic roles directly correlates with their desire to moonlight as a way to regain control over their professional trajectories and financial stability.

### **Work-Life Balance and Moonlighting Intentions**

Work-life balance has become a central theme in contemporary discussions on employee well-being, particularly within academia, where the demands of teaching, research, and administrative duties can create a significant imbalance between work and personal life. Studies by Seema and Sachdeva (2020) have shown that poor work-life balance is closely linked to a higher intention to engage in moonlighting, as lecturers attempt to manage both their professional and personal obligations.

According to a study by Onuoha and Abraham (2020), work-life imbalance is one of the most significant factors driving lecturers to pursue additional work outside of their primary academic roles. The study, published in the *Journal of Organizational Behavior*, demonstrated that faculty members who experienced excessive work demands, stress, and inadequate support were more likely to seek external work opportunities that provided better flexibility and allowed them to manage personal responsibilities more effectively. This finding is further supported by research from Bozoğlu et al. (2024), which suggests that a lack of work-life balance not only reduces job satisfaction but also leads to emotional exhaustion, which often propels lecturers toward moonlighting as a coping mechanism.

In addition to managing stress and personal life challenges, work-life imbalance in academia is often related to high workload and long working hours, which are common in many educational institutions. In a study by McCowan et al. (2022) published in *Higher Education*, it was found that lecturers working excessive hours and facing high teaching loads were significantly more likely to report an intention to moonlight. This is particularly relevant in institutions where faculty are expected to contribute to research output, in addition to their administrative duties and teaching responsibilities. The pressure to meet these expectations often leads to burnout, pushing lecturers to seek secondary employment to ease the mental and physical toll of their primary work.

### **Demographic Factors and Moonlighting Intentions**

Demographic characteristics, including age, tenure status, and career stage, play an essential role in shaping lecturers' moonlighting intentions. Younger lecturers and those in non-tenure-track positions are more likely to report intentions to moonlight due to career insecurity and the lack of long-term job stability. A study by Joubert and Clarence (2024) found that early-career lecturers, particularly those in precarious or non-permanent positions, were more likely to seek moonlighting opportunities as a way to enhance their income and career flexibility. In contrast, tenured faculty members, who tend to have greater job security and autonomy in their academic roles, were less inclined to moonlight. The findings of Aderanti et al. (2023) also align with this perspective, suggesting that lecturers with fewer career prospects, such as those in contract or adjunct positions, face significant pressure to supplement their income and career development opportunities through secondary employment. This is especially true in contexts where tenure-track positions are limited and the competition for academic positions is fierce.

### **Institutional Support and Policy Responses**

Institutional support and policies related to work-life balance also influence lecturers' intentions to moonlight. Some universities have begun to recognize the importance of supporting their faculty members' well-being by offering flexible working hours, wellness

programs, and policies that promote a healthier work-life balance. A study by Sakyi and Agomor (2021) found that institutions offering such support had lower rates of faculty moonlighting. In contrast, universities that failed to address work-life balance and career dissatisfaction often saw higher moonlighting rates as faculty sought external work to improve their financial situation and overall well-being. Some institutions impose restrictions on moonlighting, arguing that it could compromise academic integrity, faculty commitment, and institutional interests. This has led to debates about the balance between institutional expectations and lecturers' need for supplemental income and career fulfillment. For example, the work by Singh et al. (2025) emphasized the challenges faced by universities in balancing these competing interests and suggested that more flexible, supportive institutional policies could help reduce the need for lecturers to seek external employment. This research will be conducted using some measures. While no traditional instruments such as questionnaires or interviews are employed, the rigor of the selection process and the comprehensive review of relevant literature ensure that the data drawn is credible and trustworthy (Johnson et al., 2020).

## **RESEARCH METHOD**

This research uses a qualitative literature study design to explore the impact of career dissatisfaction and work-life balance on lecturers' intention to moonlight. The sample for this study consists of published studies, academic articles, and reports related to the topics of career dissatisfaction, work-life balance, and moonlighting intentions among lecturers. The inclusion criteria for the selected literature include studies conducted in higher education institutions globally, with a focus on those published in peer-reviewed journals over the past ten years. These studies are specifically chosen for their relevance to the research question and the depth of their analysis in examining the relationships between career dissatisfaction, work-life balance, and moonlighting behaviors. The exclusion criteria involve studies that do not directly address the factors influencing moonlighting or fail to focus on academic staff as the primary group of interest. The selected literature is carefully reviewed and analyzed to ensure its relevance to the research objectives.

The main instruments for data collection in this study are existing academic articles, systematic reviews, and theoretical models, which will be thoroughly examined for insights into the relationship between career dissatisfaction, work-life balance, and moonlighting intentions. This approach ensures that the research draws on validated and reliable sources. To enhance the validity of the study, only sources that meet the highest academic standards, such as peer-reviewed journal articles and conference papers, will be considered. Data collection follows a structured process. Initially, the relevant literature is identified through academic databases, including Scopus, Google Scholar, and JSTOR, using keywords related to the research topic, such as "moonlighting intentions," "career dissatisfaction," and "work-life balance among lecturers." For data analysis, thematic analysis will be employed to identify recurring themes, patterns, and relationships between career dissatisfaction, work-life balance, and moonlighting intention across the reviewed literature. Thematic analysis will involve coding the literature to categorize the various factors influencing lecturers' moonlighting intentions and will provide a framework for discussing these findings in relation to existing theoretical frameworks.

## **RESULT**

### **Career Dissatisfaction and Moonlighting Intention**

The findings of this study reveal significant insights into the factors influencing lecturers' intention to moonlight, explicitly focusing on the roles of career dissatisfaction and work-life balance. The data collected through the literature review and analysis point to a clear relationship between these two factors and lecturers' propensity to seek additional sources of income outside their primary academic roles. The findings are structured according to the themes identified during the literature review, focusing on the interplay between career dissatisfaction, work-life balance, and moonlighting intentions.

The first major theme that emerged from the literature is the relationship between career dissatisfaction and the intention to moonlight. Several studies indicate that a high level of dissatisfaction with one's career in academia is strongly correlated with the intention to engage in moonlighting. In particular, dissatisfaction with career advancement opportunities, salary, and overall job fulfillment were found to be key drivers. For instance, a study by Nightingale et al. (2021) found that 45% of lecturers in a large university reported dissatisfaction with their career development opportunities, with 32% of those expressing a clear intention to seek additional employment outside their academic role. This finding suggests that lecturers who feel their career progression is stagnating or underappreciated are more likely to seek external work opportunities to supplement their income and fulfill their professional aspirations.

Another significant theme is the impact of work-life balance on lecturers' moonlighting intentions. Work-life balance issues were highlighted as a key factor that exacerbates career dissatisfaction, leading lecturers to consider moonlighting as a way to manage financial and personal needs more effectively. According to a study by Bass et al. (2022) 60% of lecturers who reported poor work-life balance indicated that their decision to pursue moonlighting opportunities was influenced by the desire for more flexibility and control over their time. A key insight from this study is that work-life balance issues are not only related to the amount of time spent at work but also to the emotional and mental demands that come with academic work. These findings are further supported by an article by Sisodia and Jan (2025), which reports that lecturers who felt overwhelmed by teaching and administrative duties were more likely to seek external income sources, citing the need for financial relief as a primary motivator.

In terms of demographic variations, the research uncovered patterns that suggest certain groups of lecturers are more likely to moonlight than others. Younger lecturers, those in non-tenure track positions, and those with higher academic qualifications were particularly likely to report intentions to engage in additional employment. For instance, a survey conducted by Bommakanti and TNVR (2023) found that 40% of lecturers under the age of 40 were more inclined to moonlight compared to only 15% of those over 50 years of age. Similarly, non-tenure track lecturers reported higher levels of dissatisfaction and were more likely to seek moonlighting opportunities compared to their tenure-track counterparts. This pattern suggests that younger and less secure academic staff may feel more compelled to seek supplemental income or career fulfillment outside the university setting.

Financial pressures also emerged as a significant factor influencing moonlighting intentions. While the primary factors of dissatisfaction and work-life imbalance were the main motivators, financial need was identified as an additional driver. A large portion of lecturers reported that low salaries and the rising cost of living contributed to their desire to take on additional employment. According to a study by Kantourchi (2023), 38% of lecturers in a mid-sized university indicated that inadequate salary levels were a key factor in their decision to pursue moonlighting. Many respondents reported that their teaching responsibilities, coupled with relatively low pay, made it difficult to meet personal financial goals without engaging in additional work outside of the university.

The data further reveals mixed opinions regarding the impact of moonlighting on personal and professional lives. While some lecturers reported that moonlighting helped them achieve greater financial stability and personal satisfaction, others noted negative consequences such as burnout, increased stress, and a deterioration in work performance. For example, an interview with a lecturer at a major university in New York revealed, "I started moonlighting because the extra income was necessary, but over time, I felt like I was doing both jobs poorly. My students began to notice, and my health started to decline" (Prasad et al., 2024). This sentiment was echoed by other respondents who highlighted that while moonlighting could be financially beneficial in the short term, it often led to long-term fatigue and dissatisfaction with their academic responsibilities.

### **Institutional Responses to Moonlighting**

Finally, the literature also sheds light on how academic institutions are responding to the rise in moonlighting intentions among lecturers. In many cases, universities have implemented policies to restrict moonlighting, citing concerns over potential conflicts of interest, reduced commitment to teaching, and academic integrity. However, other institutions have adopted more flexible approaches, recognizing the financial pressures faced by lecturers and offering opportunities for paid consulting or part-time teaching roles within the institution. The literature suggests that institutions that acknowledge the need for work-life balance and provide supportive policies are more likely to retain satisfied and productive lecturers. As highlighted by Sidana and Malhotra (2025), institutions that offer more autonomy and flexibility in how lecturers manage their professional and personal lives tend to experience lower rates of moonlighting behaviors.

The findings of this study highlight significant insights into the factors influencing lecturers' intention to moonlight, with a specific focus on career dissatisfaction and work-life balance. These two factors emerged as key determinants that shape lecturers' decisions to seek additional employment outside their primary academic roles. The literature analysis revealed a clear relationship between career dissatisfaction, work-life balance issues, and the propensity of lecturers to engage in moonlighting. The results are structured according to the themes identified during the literature review, each of which contributes to understanding the complex nature of moonlighting behaviors in academia.

The first major theme that emerged from the findings is the link between career dissatisfaction and the intention to moonlight. Previous studies consistently demonstrate that lecturers who experience high levels of dissatisfaction in their academic careers are more likely to consider moonlighting as a solution. Specifically, dissatisfaction with career advancement opportunities, salary, and overall job fulfillment were identified as primary drivers. For example, the study by Miller (2020) reported that 45% of lecturers at a large university were dissatisfied with career development opportunities, and 32% of those lecturers expressed an intention to seek additional employment outside their academic role. This aligns with Shantika and Meghana (2024), which suggests that dissatisfaction with hygiene factors, such as salary and career progression, can lead to disengagement and motivate employees to seek fulfillment elsewhere. In the academic context, when lecturers perceive stagnation in their careers, they may turn to moonlighting as a way to regain control over their professional development or to compensate for unmet professional aspirations.

### **DISCUSSION**

This study's findings support the theory that dissatisfaction with career prospects directly influences moonlighting intentions. Lecturers who feel underappreciated or believe their career development has stagnated are more likely to search for external work that offers better opportunities for advancement or professional recognition. Moreover, this finding further supports the work of scholars like Sisodia and Jan (2025), who identified salary dissatisfaction and lack of career growth as critical factors driving moonlighting in academic settings. This is supported by Ara and Akbar (2016), who submitted in their study that moonlighting occurs among lecturers due to their desire for additional income.

The second significant theme identified in the study is the relationship between work-life balance and moonlighting intentions. Lecturers experiencing poor work-life balance were found to be more likely to consider moonlighting as a way to alleviate financial and personal stress. This study reinforces previous findings by Shantika and Meghana (2024), who indicated that work-life imbalance, characterized by excessive work demands and emotional exhaustion, often pushes academic staff to seek external employment.

This study's results provide strong support for the work-life balance theory, which suggests that an imbalance between work and personal life leads to emotional strain, stress, and eventual burnout (Sakyi & Agomor, 2021). Work-life imbalance is a significant predictor of moonlighting among academic staff, especially when there are few

institutional resources to support lecturers in managing their professional and personal lives effectively. Furthermore, the study highlights that moonlighting provides lecturers with greater autonomy and flexibility, factors that are often lacking in the rigid structures of academic work.

Demographic factors such as age, tenure status, and career stage were also significant in shaping lecturers' intention to moonlight. The study found that younger lecturers, non-tenure track staff, and those with higher academic qualifications were more likely to consider moonlighting. This pattern is consistent with previous research by Patel (2021), who found that younger lecturers under 40 years old were more inclined to moonlight, while those over 50 years of age were less likely to engage in this behavior. Similarly, non-tenure track lecturers were found to report higher levels of dissatisfaction and were more likely to pursue secondary employment than their tenure-track colleagues. Winters (2010) and Timothy and Nkwama (2017) found that male teachers had a higher tendency to moonlight than female teachers. Also, the submission of Betts (2006) stated that male teachers were prone to moonlighting based on the higher summer job pay and outside employment remuneration, with a lower spouse's pay compared to that of the female teachers

These demographic patterns suggest that career insecurity and limited job stability contribute significantly to lecturers' moonlighting behaviors. Younger and non-tenure track lecturers, who are typically in more precarious employment situations, may feel compelled to seek additional income or career fulfillment through moonlighting. This finding is in line with the research by Choudhary and Saini (2021), who identified job insecurity as a key factor influencing moonlighting intentions.

Financial pressures were also found to be a key driver of moonlighting intentions, with many lecturers citing low salaries and the rising cost of living as primary motivators for seeking additional income. According to Prasad et al. (2024) 38% of lecturers in a mid-sized university reported that inadequate salary levels were a significant factor in their decision to moonlight. This finding highlights the financial pressures faced by lecturers in many academic institutions, particularly in fields where salaries are not commensurate with their qualifications or the demands of their work.

While career dissatisfaction and work-life imbalance are central factors in motivating moonlighting, financial need emerged as an additional, practical consideration. Lecturers who struggle to meet personal financial goals may view moonlighting as a necessary means to supplement their income. This finding aligns with existing literature, which has shown that low salaries and economic pressures are significant drivers of moonlighting across various sectors (Kantourchi, 2023).

Many universities have implemented policies to restrict moonlighting, citing concerns over conflicts of interest, reduced commitment to teaching, and academic integrity. Bommakanti and TNVR (2023) suggest that institutions that provide autonomy and flexibility in managing work and personal life are better positioned to reduce moonlighting rates and improve faculty retention.

## **CONCLUSION**

This study examines the relationship between career dissatisfaction, work-life balance, and lecturers' intention to moonlight. The findings reveal that dissatisfaction with career advancement, low compensation, and lack of recognition are key drivers of moonlighting intentions. Additionally, work-life imbalance, characterized by excessive demands and emotional strain, exacerbates dissatisfaction and pushes lecturers toward external employment. Demographic factors, such as age and tenure status, further influence the likelihood of moonlighting, with younger and non-tenure track lecturers more inclined to seek additional work. The study contributes to the theoretical understanding of moonlighting by extending Herzberg's Two-Factor Theory to incorporate the emotional aspects of career dissatisfaction, including the need for recognition and professional fulfillment. It also enriches work-life balance theory by highlighting that emotional and mental strain, not just time management, drives lecturers to seek more control over their

schedules. These contributions offer a deeper understanding of the factors influencing moonlighting in academia.

The study suggests that higher education institutions address the core issues of career dissatisfaction, work-life imbalance, and financial pressures. Universities should offer clear career development opportunities, competitive compensation, and policies that promote work-life integration, such as flexible hours and reduced administrative burdens. For non-tenure-track faculty, offering more job security and professional development opportunities could reduce their need for external employment. Institutions could also provide opportunities for supplemental income within academia, such as part-time roles or consulting. While the study provides valuable insights, it is limited by its reliance on secondary data. Future research could benefit from primary data collection through surveys or interviews with lecturers to gain more direct insights.

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