

A THEORETICAL EXAMINATION OF MOONLIGHTING AMONG HIGHER EDUCATION STUDENTS

ÜNİVERSİTE ÖĞRENCİLERİNİN EK İŞTE ÇALIŞMA OLGUSUNUN TEORİK
İNCELEMESİ

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Abstract

The practice of moonlighting, where people take on additional jobs to augment their principal source of income, is an intriguing phenomenon, which seems to be gaining more prevalence among higher education students. Therefore, researchers are examining the effects of this tendency on students' academic performance and professional prospects more and more, underscoring the significance of this trend for scholarly attention. The current research intends to explore this trend using three well-established theoretical perspectives: Human Capital Theory, Labour Market Segmentation Theory, and Social Exchange Theory. By examining these viewpoints, we can learn more about how moonlighting can be viewed as an investment, comprehend the traits of various labour market segments and how they affect students' moonlighting behaviours, and finally, we can better understand why university students choose to or not to moonlight and the variables that influence their decisions.

Keywords: Higher Education, Moonlighting, Social Exchange Theory, Human Capital, Gig Economy

Öz

'Moonlighting' kavramı, bireylerin ana gelir kaynaklarını artırmak ya da daha farklı nedenler ile ek iş ya da ikinci iş yapması anlamına gelmektedir ve özellikle son yıllarda tüm dünyada üniversite öğrencileri arasında giderek daha yaygın hale gelmektedir. Araştırmacılar bu eğilimin öğrencilerin akademik performansları ve profesyonel yaşamları üzerindeki etkilerini vurgulamaktadır. Mevcut araştırma, İnsan Sermayesi Teorisi, Bölümlendirilmiş İşgücü Piyasası Teorisi ve Sosyal Takas Teorisi olmak üzere üç önemli teorik bakış açısını kullanarak üniversite öğrencileri arasındaki bu eğilimi araştırmaktadır. Bu teorik perspektifler ile olgunun daha iyi ve sistematik olarak analiz edilebileceği düşünülmekte; böylelikle öğrencilerin eğitimleri sırasında çalışmalarının nedenleri ve sonuçlarına yönelik daha kapsamlı bir bakış açısının kazanılacağı öngörülmektedir.

Anahtar Kelimeler: Yükseköğretim, İkinci İşte Çalışma, Sosyal Takas Teorisi, İnsan Sermayesi, Esnek Ekonomi

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Introduction

Moonlighting “dual-job holding” or “multiple job holding” (Avalett, 2001) refers to working a secondary job in addition to one's primary job (Baah-Boateng et al., 2013; Shishko & Rostker, 1976). Moonlighting, according to the dictionary, is the act of working at an extra job, usually without informing your main employer (Cambridge University Press, n.d.). Most probably, the phrase gained popularity and found its way into literature following large number of Americans' seeking side employment following their regular 9-5 jobs (Kumar, 2022). However, contemporary understanding of moonlighting encompasses a variety of job arrangements. Referred as multiple-job holders or mixed employees, moonlighters are defined as those who are engaged in more than one paid jobs (Yuan et al., 2022). Moonlighters can be working for multiple companies through official contracts or benefiting from informal job settings, which are commonly available as a result of the rise of gig platforms.

The practice of moonlighting has been around for many years, with individuals seeking to earn extra income and supplement their primary source of income. It seems that the gig economy is also leading to non-traditional work arrangements (Tran & Sokas, 2017) and contributing to moonlighting in many different forms. In the GIG economy, individuals can earn income through a variety of short-term gigs or projects, such as freelance work, driving for a ride-sharing service, or delivering food. In that sense, the gig economy has made moonlighting more accessible and flexible, as individuals can choose to take on gig jobs that fit their schedules and skill sets.

Given the fact that moonlighting covers a variety of job arrangements, and due to legal issues that may constrain the act of taking additional jobs, it is noteworthy to acknowledge that the act of moonlighting might go unnoticed and be kept by those involved as hidden. While it is a fact that individuals in many different sectors are involved in moonlighting for many different reasons, statistical data on the percentage of moonlighting are not readily available. In the Turkish context, for example, we are well aware that many teachers are involved in moonlighting, the most common example of which is private tutoring or working for those educational institutions that offer preparatory programs. However, how common moonlighting among teachers is unknown. Researchers may also find it difficult to collect data as participants may be unwilling to share their involvement in moonlighting fearing the legal consequences of their actions. While some kind of moonlighting (such as faculty members owning companies or giving consultancy, teachers legally entitled to teach in addition to their normal working hours, or freelance workers having multiple jobs) is legal, most seem to go unnoticed. The rise of GIG economy plays a pivotal role in moonlighting. While individuals are benefiting particularly from online platforms that make moonlighting more accessible than ever, not being able to detect those involved makes it difficult for researchers to provide data on the issue. That being the case, several scholars still report that there has been a global increase in the number of employees taking additional employment (Pouliakas, 2017; Winters, 2010; Yuan et al., 2022).

The current article focuses on moonlighting among higher education students. However, we believe that familiarizing the reader with key research into moonlighting might better prepare them for the discussion of student moonlighting. Therefore, we present Table 1., where key information regarding scholarly work focusing on moonlighting is presented. Given the magnitude of research focused on moonlighting in many different sectors, only empirical articles have been included in the literature review. Additionally, we have tried to include those articles that are relatively more cited.

Table 1. Previous scholarly work on moonlighting

Article Name	Authors	Population	Key Finding
Moonlighting - A New Threat to IT Industry	Jain, Gondane, & Balpande (2023)	IT industry professionals	Employees resort to holding multiple jobs to address financial obligations, personal motivations, or factors related to their primary organization. The rise in moonlighting mirrors the heightened financial pressures due to reduced earnings and individual productivity.
Taking the Long View: Understanding the Rate of Second Job Holding Among Long-Term Care Workers	Dill, Frogner, B. & Travers (2022)	Long-term care workers	Holding a second job is common among LTC employees, underscoring the importance of further studies to minimize infectious disease transmission among staff working in various environments.
Understanding the health outcomes of the work pattern transformation in the age of gig economy: an investigation of the association between multiple-job holding and health status in the United States and China	Yuan, lan & Li (2022)	Chinese Context	Results indicate that the optimal level of multiple-job holding could be characterized by one additional job as well as the primary job in terms of one's health and well-being.
Dual Job Holding and the Gig Economy: Allocation of Effort across Primary and Gig Jobs	Doucette & Bradford (2019)	Gig economy work setting	The results indicate that the internal reasons for taking on additional jobs in conventional work environments apply to men in the gig economy, whereas women are influenced by distinct factors. Workers appear to utilize gig jobs to address immediate inconsistencies in the labor market, thereby improving its overall effectiveness. The protective role of gig employment, especially in safeguarding against uncertainties in one's main job, stands out significantly.
Does holding a second job viewed as a calling impact one's work at the primary job?	Webster & Edwards (2019)	Workers with dual jobholding	The study aims to understand the effects of holding a second job perceived as a calling on one's primary job. Positive outcomes such as increased job satisfaction, personal fulfillment, and work engagement are often associated with viewing work as a calling. However, there's also evidence suggesting potential negative outcomes, like difficulty in balancing work with other life domains.

Moonlighting to Survive: The Effect of Multiple Job Holding on the Working Poor in Ghana	Kusi (2018)	Working poor in Ghana	The research explores how moonlighting can be a survival strategy for individuals facing economic challenges in Ghana.
Exploring multiple job holding practices of academics in public health training institutions from three sub-Saharan Africa countries: drivers, impact, and regulation	Amde et al. (2018)	Faculty in Public universities in Sub-Saharan	The study delves into the intricate nature of external multiple job holding, marked by various drivers, processes, and participants, with no clear agreement on its impact on individual and institutional capabilities.
Is Holding Two Jobs Too Much? An Examination of Dual Jobholders	Webster, Edwards & Smith (2017)	Dual job holders	The studies indicate that dual jobholders don't negatively impact their organizations in terms of engagement, OCBs, or performance. However, they might be facing personal challenges, especially increased work-family conflict.
Multiple job-holding: Career pathway or dire straits?	Pouliakas (2017)	-	Multiple job-holding helps with the development of workers' skills and increases entrepreneurship.
The Decision to Moonlight: Does Second Job Holding by the Self-Employed and Employed Differ?	Atherton et al. (2016).	Self-employed and employed individuals	The self-employed are driven to take on a second job due to difficulty in meeting housing costs, with different patterns of second job holding observed by gender.
Labour Market Insecurity and Second Job-Holding in Europe	Zangelidis (2014)	European workers	The incidence and intensity of dual job-holding increase as labour markets become more volatile and precarious jobs more prevalent.
Multiple Job-holding among Male Workers in Greece	Livanos & Zangelidis (2012)	Male workers in Greece	The study emphasizes financial and non-financial reasons for holding multiple jobs. Regions with a dominant primary sector show higher rates of multiple job-holding. Additionally, the likelihood of having a second job rises during economic growth.
Is it all about money? An examination of the motives behind moonlighting	Dickey, Watson & Zangelidis (2011)	Individuals with multiple-job holding	Individuals engage in holding multiple jobs to address financial challenges or heightened monetary obligations, particularly during the initial phases of their adulthood.
Teacher moonlighting: evidence from the US Current Population Survey	Winters (2010)	Teachers in the US	Male educators and those possessing higher degrees tend to engage in moonlighting more frequently, and having an additional job diminishes the hours dedicated to their main occupation by roughly an hour weekly.

The Dynamics of Moonlighting in Pakistan	Hyder & Ahmed (2009)	Workers in Pakistan	Moonlighting arises due to constraints on hours worked in the primary job, with certain occupational categories being more popular for moonlighting.
Employees and second-job holding in the Federal Republic of Yugoslavia	Reilly & Krstić (2003)	Employees in the Federal Republic of Yugoslavia.	Employees in Central Serbia are more likely to engage in moonlighting, with blue-collar workers being more prevalent in this activity.
Exploring the critical care nurses' experiences regarding moonlighting	Bhengu (2001)	Critical care nurses	Moonlighting among critical care nurses results in both positive and less positive experiences, including economical, educational, and psychosocial aspects.
Urban male wage earners and moonlighting in Turkey	Tansel (1996)	Urban male wage earners in Turkey	Wage earners at all education levels participate in moonlighting, with the likelihood increasing with education.
The Dynamics of Dual-Job Holding and Job Mobility	Paxson & Sicherman (1996)	US Workers	The findings show that many workers engage in dual-job holding at some point, with frequent transitions in and out of it. Significant changes in weekly and annual hours accompany these shifts, suggesting that constraints on main job hours often lead to dual-job holding.

A quick overview of the key findings of the papers above indicates that previous research has focused on various aspects of moonlighting including its drivers, impacts, and implications. When the findings are examined, one can see that a common pattern regarding the drivers or implications of moonlighting does not exist. That is to say, there are research findings indicating that financial considerations may not alone predict the transition to dual job holding. Similarly, both negative and positive impacts of moonlighting have been observed in different studies.

Moonlighting within the context of higher education students refers to their taking part-time or full-time jobs in addition to their studies. For higher education students, moonlighting has become more common due to number of reasons including the increase in the cost of education, unemployment, student loan debts and career development prospects (Park & Headrick, 2017; Triventi, 2014). The prevalence of moonlighting among higher education students is a global phenomenon, with students in many countries taking on secondary jobs to supplement their income or many other reasons.

This phenomenon has become increasingly prevalent in recent years, and its impact on students, their academic performance and career prospects is an important area of research and deserves particular scholarly attention. Given the prevalence of moonlighting among students in higher education and relatively small number of studies, the purpose of this theoretical paper is to examine the phenomenon of higher education students' moonlighting. More specifically, the article examines moonlighting within the higher education context through three well-known theoretical perspectives that may have the potential to help us make better sense of the phenomenon. Therefore, the current paper explores three significant theories; namely, Human Capital Theory, Labor Market Segmentation Theory and Social Exchange Theory, within the

context of moonlighting among higher education students and addresses several reasons, challenges and implications associated with student moonlighting.

The choice of these theories is based on the implications of previous research on moonlighting presented in Table 1. To explain, although there are numerous valuable theories put forward in the literature, these three theories grounded in the seminal works of Becker (1964), and Doeringer and Piore (1971) and Blau (1964) may provide a more solid and balanced perspective encompassing the economic, structural and social dimensions of student moonlighting. For example, through the Human Capital Theory perspective, students' moonlighting behaviors and their economic rational can be understood better and explain the role of moonlighting in their long-term career aspirations. Labor Market Segmentation Theory may help researchers understand the characteristics of primary and secondary job markets and explain what types of jobs are preferred by student moonlighters. Finally, Social Exchange Theory can provide us with a perspective focusing on the social interactions underpinning economic exchanges. That is, student moonlighting can occur for other reasons such as networking, a sense of duty or passion as well as economic reasons. By examining moonlighting among higher education students through this lens, future research can provide us with valuable insights into social dynamics that influence students' willingness/unwillingness to moonlight.

Moonlighting Among Higher Education Students

The trend of moonlighting among higher education students has been on the rise in recent years, reflecting the changing economic and educational landscape. This increase in moonlighting seems to be driven by several factors (Purwanto, 2020), including the rising cost of tuition (in some countries), the increasing burden of student loan debt, and the desire to gain practical work experience and build professional networks.

The rising expense of tuition is one of the main factors behind the trend of students in higher education moonlighting (Richardson et al., 2009). Students are finding it more challenging to pay for their education without accruing large debt as tuition expenses continue to rise. As a result, many students are resorting to side jobs to help them deal with the financial strains of higher education. Nonetheless, it is typical for students to work while they are in school, even those who are not required to pay tuition. In addition to facing financial constraints, many students in higher education want to develop their professional networks and acquire real-world work experience (Häkkinen, 2006). Students who have part-time jobs can gain vital experience and establish connections in their respective professions, which can greatly improve their career prospects (Muldoon, 2009). Hence, doing a second job offers students the chance to handle the financial requirements of their higher education while also gaining essential work experience that can help them decide on their future career routes.

Concern over moonlighting among college students is growing, and one of the key problems that experts have found is that it may have an adverse effect on academic performance (Creed et al., 2015; Hovdhaugen, 2015). While working while in school might provide much-needed financial security, it can also provide difficulties in time management, which may make it difficult to balance the demands of both employment and education. The responsibilities of a second job might make it difficult for a student to attend classes, finish projects, and participate in class discussions, which could lead to lower marks and a lesser likelihood of graduating. Students who work a second job while attending school are more likely to experience academic stress and drop out of school (Hovdhaugen, 2015). Therefore, while moonlighting can provide financial benefits, it also carries with it the potential risk of detrimental academic consequences that students should carefully consider.

However, previous research into moonlighting among higher education students indicates that there are both positive and negative implications of moonlighting for higher education students. Creed et al. (2015) found in their research that when student workers engage in jobs that are associated with useful skills, responsibilities, psychological rewards and psychological involvement, the job seems to make them better students and allow for better work-university facilitation. Hovdhuagen (2015) focused on student moonlighting in the Norwegian higher education setting and found that even higher education students enjoying free public education and generous government funds engage in moonlighting to get work experience and invest in their employability. The author also suggests that there is a threshold for the amount of part-time working, which is 20 hours a week, more than which seems to be contributing to higher drop-out rates. The findings of Hovdhuagen's (2015) research are in line with Moulin et al.'s (2013) and Roksa's (2011) and findings, who also suggest that employment accounts for drop-out rates, though not completely. Muldoon (2009) found that taking up part-time work while studying can help in developing important personal qualities and graduate attributes, which in turn can improve the employability of students. Clynes et al. (2020) focused on assessing the extent of term-time employment among undergraduate nursing students and to investigate how such employment commitments may affect the students' level of engagement in their nursing program. Their findings indicate that more than two-thirds of undergraduate nursing students worked during term-time, with an average of 15 hours per week. Despite the employment commitments, the impact on the level of student engagement was limited. However, students who were employed tended to have more interaction with faculty compared to those who did not work but spent less time studying. According to Häkkinen (2006), getting job experience while in school increases one's chances of finding employment and increases one's annual income after graduating. The author does, however, agree that a student's background influences how much job experience they accumulate during their studies and that this influence is not always due to external causes. Due to endogeneity, the question of how much work experience a student decides to seek while still in school may still be of concern even after individual factors have been considered.

A recent study in the Zambian context by Chambia-Chiliba et al. (2022) also offers valuable insights. Their research found that employed youth who worked while studying is more likely to have jobs that match their skills and qualifications. However, subgroup analysis based on education level suggests that there is no significant relationship between working while studying and job matching among employed youth with higher education (secondary and above). On the other hand, employed youth with lower education (primary and lower) are less likely to be in mismatched jobs. Therefore, the authors conclude that the education system needs to be more closely linked with the labour market to facilitate a smoother school-to-work transition for youth. Additionally, providing support to help students gain exposure to the right type of work during their college or university studies could increase job matching and reduce labour market inefficiencies. Ecton et al. (2023) found that there are negative connections between work and academic performance, particularly at higher work intensity levels. Students who work tend to earn and attempt fewer credits and are 4 to 7 percentage points less likely to complete their college degrees. Even though they have similar GPAs and complete their attempted credits at similar rates to nonworking students, working students take longer to finish their degrees. Nonis and Hudson (2006) aimed to investigate the impact of time spent studying and working on academic performance, as well as the interaction between motivation and ability with study time and its effect on academic performance. The findings of the study indicate that factors such as motivation and study time, which are not related to ability, significantly interact with ability to influence academic performance. Surprisingly, the amount of time spent studying or at work did not have a direct impact on academic performance, contrary to the commonly held belief. According to Lessky and Unger's (2022) research

findings, business students are more likely to engage in time-consuming employment compared to other groups, in an attempt to gain work experience and highly competitive labour market. The authors suggest that this can lead business students to work more and risk their academic studies.

An overview of the literature on higher education students' moonlighting gives one the impression that research findings are not compatible or consistent. Given the limited number of research, it seems that a renewed scholarly interest into the topic may significantly enhance our understanding of the phenomenon. In that sense, adopting a theory-driven approach may help researchers conduct more systematic research. Therefore, in the following part, we discuss student moonlighting through three theories, which we believe, can serve as useful theoretical lenses.

Theoretical Lenses

We acknowledge that previous studies that are focused on moonlighting among students have provided key insights into the drivers and effects of moonlighting and strategies that can be utilized to deal with its negative impacts. However, approaching the phenomenon through the lenses of three well-established theories may add a lot to our understanding of moonlighting within the higher education context, providing a more systematic analysis. Therefore, in this part of the study, we focus on three theoretical lenses (Human Capital Theory, Labor Market Segmentation Theory and Social Exchange Theory) and explain moonlighting through these theoretical perspectives.

Human Capital Theory

Human capital theory is a widely recognized economic concept that perceives individuals as valuable investments in their own human capital, which refers to their capacity to create goods and services through their education, skills, knowledge, and experience. This theory suggests that investments in human capital can enhance an individual's future earning potential and economic productivity (Marginson, 2019). Economist Theodore Schultz first introduced the concept of human capital in the 1960s, and it has since become a cornerstone of labour economics. According to this theory, education, training, and work experience are among the main investments that boost an individual's human capital, and in turn, improve their future earnings prospects (Tan, 2014).

The idea that investments in education and training can help build human capital over time is one of the main contributions of the human capital theory (Tan, 2014). For instance, people with higher levels of education, such as doctoral degrees, are probably going to have greater earning potential in the future than someone with merely a high school diploma. Human capital theory acknowledges the value of work experience and on-the-job training in addition to education and training in developing human capital (Chell & Athayde, 2011; Seetha, 2014; Strober, 1990). For instance, those who moonlight can improve their human capital and prospects for future income by gaining useful work experience, learning new skills, and learning more about a certain profession.

Through the lens of this theory, those who moonlight might acquire crucial soft skills, such teamwork, communication, and time management, which are highly regarded by employers (Majid et al., 2012). Because it might be challenging to obtain these abilities through official schooling or training, moonlighting can be a crucial way to build skills. Also, doing a second job might give people the chance to network with experts in their preferred industry, which may open up excellent job chances in the future. In this approach, taking on a second job may be seen as a strategic investment in one's human capital that has the potential to have a

positive impact on one's ability to grow in their profession and their ability to make more money in the long run.

It's important to bear in mind that human capital theory can shed light on why certain individuals opt out of moonlighting. If the downsides of moonlighting outweigh the potential advantages (such as lost leisure time or increasing stress), then individuals may very well choose not to take part in such a pursuit. With respect to moonlighting, the theory posits that people assess the costs and benefits of engaging in this behaviour. If the costs associated with moonlighting, such as a reduction in leisure time or an increase in stress, outweigh the potential benefits, such as extra income, then individuals may choose not to partake in this behaviour. In essence, the theory suggests that people make logical decisions regarding whether or not to engage in moonlighting based on a cost-benefit analysis. This vantage point is valuable because it underlines the significance of understanding the motivations and decision-making processes of those who partake in moonlighting. By comprehending the costs and benefits of this behaviour, universities and policymakers can devise strategies that support academic staff and aid them in managing the demands of their dual jobs.

Labour Market Segmentation Theory

Labour Market Segmentation Theory is a sociological perspective that views the labour market as divided into different segments, each with its own characteristics and rules. According to this theory, the labour market is not a single, unified entity, but rather is divided into primary and secondary segments, each with its own rules, norms, and working conditions (Huson, 2007; Reich et al., 1973). In the primary labour market, workers have good job security, high wages, and good benefits, and are typically unionized. In contrast, the secondary labour market is characterized by low wages, poor working conditions, and high job turnover (Howell, 2011). This segment of the labour market is often made up of part-time, temporary, and casual workers. The primary job market is characterized by stable and secure employment, high wages and benefits, professionalism, and strong labour protections while the secondary job market characteristics are insecurity and instability, low wages and benefits, lack of professionalism, weak labour protections.

Professional jobs in finance, law, medicine, engineering, and technology, managerial and administrative positions in large corporations and government organizations, tenured faculty positions in higher education institutions, highly skilled trades can be examples of primary job market segments. Temporary or part-time jobs in retail, hospitality, and service industries, seasonal work, such as in agriculture or tourism, contract work, such as freelance or gig work or jobs with low wages and few benefits, such as fast food or janitorial work can be examples of secondary job market segments. There can be a variety of reasons why someone who is employed in the primary job market might choose to also work in the secondary job market. Some of the most common reasons include extra income, career development, flexibility, unemployment or desire to engage in hobbies and passions. Similarly, people in the secondary job market may engage in moonlighting in the primary job market for better pay and benefits, job security, career advancement, skills development, and personal fulfilment.

When it comes to students working part-time while attending higher education, Labour Market Segmentation Theory can shed light on how they access the primary and secondary labour markets. Essentially, moonlighting for these students can be seen as a means of getting a foot in the door of the primary labour market by increasing students' career prospects (Muldoon, 2009). For instance, by taking on a part-time job, a student can gain practical work experience and form professional connections that may help them secure a full-time position with better pay and benefits post-graduation. If a student can only find part-time or temporary work, they may need to work additional part-time jobs to make ends meet. While not an ideal

situation, it can still provide valuable work experience and some financial stability. Overall, the labour market segmentation theory offers a helpful lens for analysing the drivers and advantages of working extra hours for higher education students and staff, as well as the costs and trade-offs related to this behaviour. This theory can assist clarify the variables that affect moonlighting in higher education by revealing the ways in which the primary and secondary labour markets influence students' experiences.

Social Exchange Theory

According to the Social Exchange Theory, people engage in social interactions in order to maximize their personal profits and minimize their losses (Cropanzano and Mitchell, 2005). In every social interaction, people measure the resources or advantages they hope to obtain against the expenses they are ready to bear. For instance, someone might decide to start a friendship or romantic connection with the hopes of finding companionship, emotional support, and other benefits while also being willing to put in time and effort to keep the relationship going. This theory is helpful in comprehending a range of social phenomena, such as relationships in the family, the workplace, and the community. Additionally, it can be used to clarify the motivations and results of many kinds of interaction, including economic transaction, emotional exchange, and social exchange (Chernyak-Hai and Rabenu, 2018).

By evaluating the anticipated benefits and costs that these students expect to gain from it, Social Exchange Theory can be utilized to understand the motivations and results of moonlighting among higher education students. Higher education students may decide to pursue extra jobs outside of their studies or principal jobs in the hopes of earning benefits like pay, experience, or personal fulfilment. In the case of moonlighting, students may decide to take on other occupations in order to earn money that they may utilize to meet their requirements and wants. According to Social Exchange Theory, people ought to assess the advantages and disadvantages of their options before acting (Thibaut and Kelley, 1959). For instance, a student may choose to work part-time as a tutor to supplement their income, but they must weigh the benefits of doing so against the cost of giving up their free time. The impression of justice in social interactions is also taken into account by the Social Exchange Theory (Adams, 1965). The choice to moonlight might also be influenced by social conventions and expectations. For instance, while it may not be customary in some cultures and groups, students may be expected to pursue part-time jobs to support themselves. Each of these cases demonstrates how Social Exchange Theory may be used to understand why people would choose to moonlight as well as the variables that might affect their decisions. Nevertheless, it's crucial to consider other factors, such as individual differences and specific context, to understand why some students and academic staff may choose to moonlight while others may not.

Conclusion

The current article discussed the phenomenon of moonlighting within the higher education context through three theoretical perspectives (Human Capital Theory, Labor Market Segmentation Theory and Social Exchange Theory), following a discussion of the drivers and impacts of moonlighting. The literature review suggests that higher education students can engage in moonlighting for a variety of reasons which not only include economic factors but also personal reasons and career prospects (See: Creed et al., 2015; Häkkinen, 2006; Muldoon, 2009; Purwanto, 2020; Richardson et al., 2009). When it comes to the impacts of moonlighting, it seems that the impact of moonlighting on students' academic performance is not always negative. It is also suggested that moonlighting can indeed contribute to one's career prospects.

However, existing literature suggests different findings, which indicate that more research is needed to be able to understand the impacts of moonlighting.

In addition to the general discussion over moonlighting within the higher education context, the current study approached moonlighting through three well-established theoretical perspectives, which we believe, can serve as systematic and useful theoretical lenses to understand students' moonlighting behaviours. From the Human Capital Theory perspectives, individuals and organizations can gain insights into how moonlighting can be seen as an investment. This theoretical perspective is particularly useful to make sense of those who moonlight for reasons other than economic grounds. The Labour Market Segmentation theory is also quite useful to comprehend the characteristics of primary and secondary market segments and how these affect students' moonlighting behaviours. More specifically, a thorough understanding of different labour market segments and their role in moonlighting can guide decision makers to better cope with the potential negative impacts of moonlighting. Finally, Social Exchange Theory theoretical perspective is also a useful lens to explain why individuals engage in moonlighting and factors that influence their decisions.

It is also noteworthy to state that student moonlighting can take many unconventional forms as a result of the gig economy compared to more traditional understanding of moonlighting. The gig economy is characterized by short-term contracts or freelance work, rather than traditional long-term employment (Healy et al., 2017; Vallas & Schor, 2020). This has opened up new opportunities for students to earn money while they are in school, as they can work flexible hours that fit around their studies. Traditional part-time jobs may require students to work set hours, which can clash with their classes and other commitments. By contrast, gig economy work is often more flexible, allowing students to choose when they work and for how long.

More research is necessary because there is little information on the prevalence and effects of moonlighting among students in higher education. By conducting both qualitative and quantitative research, one can gain a thorough grasp of trends and patterns in students' use of side jobs as well as the motivations behind such behaviour. We can learn more about the effects of moonlighting by looking into how it affects students' physical and mental health, job performance, and quality of life. The prevalence of moonlighting and cultural differences in views toward it would also be fascinating to investigate, as this can shed light on how social norms and expectations affect student behaviour. We can better understand how economic considerations influence students' decisions to moonlight by examining the quantity and types of moonlighting in nations with various degrees of economic welfare. In other words, more study is needed to fully comprehend moonlighting in higher education and its effects on students.

Given the particular difficulties and motives that moonlighting college students encounter, help is necessary. The financial strains that student employees frequently experience can be reduced with financial aid such as scholarships, grants, and loan programs. Also, providing students with jobs on campus that pay a decent wage can assist lessen the need for them to look for work off campus, allowing them to concentrate more on their studies. Whether it's through resume writing, networking opportunities, or help with job placement, career services can be extremely important in giving students the tools and support they need to successfully navigate their professional lives. Higher education institutions can also provide resources that help students manage the stress and challenges of working while in school, such as time management workshops and peer support groups. Higher education institutions can also provide academic support to student workers to help them succeed in their studies. This can include tutoring services, peer mentoring programs, and academic advising. Additionally,

institutions can provide flexible scheduling options, such as night and weekend classes, to accommodate the needs of student workers. Finally, employers can play a critical role in supporting student workers by providing flexible scheduling options and work-life balance support. This can include flexible scheduling and telecommuting options, as well as on-the-job training and support.

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