UNIVERSITY OF WINCHESTER

Exploring the Work Experiences of Multiple Job Holding Academics in UK Higher Education
Institutions

Lisa Harding

ORCID Number: 0000-0002-4055-2155

Doctor of Philosophy

November 2021

This thesis has been completed as a requirement for the postgraduate research degree of
the University of Winchester.

Declaration and Copyright Statement

Declaration:

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other University or other Institute of learning.

I confirm that this thesis is entirely my own work.

I confirm that no work previously submitted for credit or published in the public domain has been reused verbatim. Any previously submitted work has been revised, developed and recontextualised relevant to the thesis.

I confirm that no material of this thesis has been published in advance of its submission.

I confirm that no third-party proof-reading or editing has been used in this thesis.

Copyright:

Acknowledgements

The journey from the start of this PhD to completion could not have been achieved without the support of my supervisors, friends and family, colleagues, fellow PhD students, and, of course, the participants of this study. I would like to take this opportunity to thank them for the part they have played in helping me to complete this thesis.

Firstly, I would like to thank my supervisors, Dr Adam Palmer and Dr Katrina Easterling for all their support, guidance, and encouragement. My particular thanks to Adam for his guidance and advice in the framing of my research focus and to Katrina for being steadfast in her encouragement, advice, and constructive feedback. Thank you both for challenging me, reassuring me, for providing me with opportunities to talk through my ideas, my concerns, and my elation when I had a 'lightbulb' moment. Thank you for helping me grow in confidence as a researcher.

My thanks also to friends, colleagues, and fellow PhD students for their encouragement, for sharing their experiences, for listening and for challenging my thinking. I would especially like to thank Dr Martina Hutton for her support and for creating the Faculty Doctoral Roundtables, bringing together PhD students across different disciplines in a forum which enabled us to discuss our research, to learn from, and feedback to, each other. I have been inspired and humbled by the passion you have demonstrated for your research.

Thank you to Cherry Hood and Stella McKnight for being doctoral 'study buddies', for keeping me focused and on task, particularly over the course of this last year.   Thank you also to my family, my sister, Dr Tracey Harding, and my dad, Nigel Harding, for all your encouragement and for reading my draft chapters.

Finally, I would like to acknowledge and thank all the participants in this study for giving me their time and sharing their experiences.   Their involvement in this study is very much appreciated and I sincerely hope that this thesis gives voice to them, and their work experiences.

Abstract

UNIVERSITY OF WINCHESTER

ABSTRACT

Exploring the Work Experiences of Multiple Job Holding Academics in UK Higher Education Institutions

Lisa Harding

ORCID 0000-0002-4055-2155

Doctor of Philosophy

November 2021

This study explores the work experiences of academic multiple job holders working in UK higher education institutions. The study identifies the factors influencing their multiple job holding. The study then examines how these factors, and their work experiences, influence their job satisfaction and organisational commitment.

The study adopts a qualitative research design involving semi-structured interviews with twenty academic multiple job holders working on teaching only contract(s). Analysis of the interviews is inductive, using reflexive thematic analysis as the method for interpretation of the data.

Findings indicate that, for some of these academics, multiple job holding is influenced purely by factors of choice. However, for many of these academics, factors are manifold and complex. Financial factors, because of the widespread use of precarious employment contracts in higher education, feature highly in the interviews. A theme of seeking control through multiple job holding is developed. Further analysis of work experiences identifies a 'control paradox', wherein a perceived lack of organisational support means significant compromises are made by these multiple job holders in striving for control. Therefore, this research challenges the view that academic careers are typical of the protean and boundaryless career concepts, particularly in the context of non-standard employment contracts and the one-sided nature of flexibility.

Findings also indicate that the incongruity between seeking control and the control achieved through multiple job holding, the perceived lack of organisational support and institutional inflexibility influences perceptions of, and commitment to, the higher education institution. Instead, findings suggest a multi-dimensional view of commitment to teaching, the academic profession, students, and colleagues.

This study offers valuable and original insight into the complex nature of multiple job holding. The study contributes to the literature and current debates relating to multiple job holding, contemporary career concepts and organisational commitment.

Key words: *multiple job holding; non-standard employment contracts; protean and boundaryless careers, perceived organisational support; organisational commitment.*

Contents

List of Tables

List of Figures:

1.0 Chapter One - Introduction

In the United Kingdom (UK) higher education sector there are a significant and increasing number of academic staff employed on *non-standard* contracts (contracts that are not full-time and permanent) (Junor, 2004; Cam, 2012; UCU, 2018; Megoran and Mason, 2020). These non-standard employment contracts include part-time, fixed term, temporary and casual contracts. These types of contracts are often termed '*insecure*' or '*precarious*' because they are of short duration, have limited hours and varying rates of pay, and do not provide the same rights (for example maternity and redundancy) offered to permanent employees (UCU, 2016:2; Megoran and Mason, 2020:25). The use of non-standard employment contracts has given rise to claims that a '*two-tiered'* workforce exists (Kimber, 2003:41; The Guardian, 2016). Yet, despite these claims and the continued increase in numbers of staff on non-standard contracts, these academics remain marginalised and invisible (Coombe and Clancy, 2002; Anderson, 2007; Rhoades, 2017; McComb *et al*, 2021).

One such form of non-standard working that has seen an increase in recent years, and which is predicted to continue, is multiple job holding (Carbery and Cross, 2018; Campion *et al.*, 2020; McComb *et al.,* 2021). In the literature, definitions of a multiple job holder vary and include an individual who holds more than one job at the *same time* and an individual who holds two or more jobs with *different* employers, (Innes *et al.,* 2005*;* Campion *et al.*, 2020); creating a 'portfolio' of work, acknowledged as a 'non-traditional form of work' (Fenwick, 2006:66). Multiple job holding is distinct from gig economy work in that, unlike gig work which may be project based or short term in nature, multiple job holding involves working and balancing multiple jobs *concurrently* and may include permanent contracts of employment (Campion *et al.,* 2020).

Over the last two decades research has explored whether the use of casual employment contracts for teaching staff have an impact on the student experience, that is the quality of teaching and student learning outcomes (McComb *et al.,* 2021). More recently this focus has broadened to examine whether working conditions for academics on these contracts are a determining factor in teaching quality and student outcomes (ibid).

Within the literature, there is recognition of the 'voluntary' versus 'involuntary' nature of multiple job holding (Cam, 2012). The former, a consequence of, for example, an individual seeking to gain experience in a different occupation (Hipple, 2010; Russo *et al.*, 2018) or 'psychological fulfilment' (Campion and Csillag, 2021:3). The latter occurring when, for example, it is not possible to secure a full-time employment contract (Cam, 2012).

Therefore, rather than seeking to examine academic multiple job holding and casual employment in relation to the student experience, teaching quality and outcomes, this study has as its' focus the *academic multiple job holder.* Further rationale for this approach can be found in findings from surveys of academics on casual employment contracts in higher education, which indicate a 'desire for voice, respect and inclusion' (Junor, 2004:301). In recognition of the 'marginalisation of the academic voice' (O'Byrne and Boyd, 2014:572), this study explores multiple job holding from the academic multiple job holder's perspective.

The aim of this study is to capture what academics in UK higher education say are the factors influencing their multiple job holding, and their perceptions and experience of holding multiple jobs. As some academics may hold multiple employment contracts with one higher education institution, for the purposes of this study the definition of a multiple job holder is an individual who holds *two or more jobs* at the *same time.* The study uses contemporary career theory, often associated with academic careers, as the lens with which to explore the multiple job holder's work experiences. Contemporary career theory is discussed further in section 2.2.

In providing insights into the factors influencing multiple job holding, and the perceptions and work experiences of academic multiple job holders, this study contributes to existing literature and research by further developing understanding and adding to current debates in this important area. The study will be of interest to multiple job holders, in both academia and other industries, students, higher education staff and management, human resource professionals, and trade unions. It will also be of interest to researchers investigating multiple job holding within higher education and the broader industry context, as well as those researching in the areas of organisational and professional commitment and contemporary career theory.

In this introductory chapter background and context to the study, together with the rationale for this research, is provided. It commences with an overview of the higher education context in which there continues to be a rise in non-standard, 'precarious' employment contracts (Megoran and Mason, 2020:25). The research aim and objectives are then presented. This is followed by an overview of the researcher's background and experiences and a summary of how this study contributes to debates and understanding of multiple job holder work experiences. Finally, the structure of the thesis is outlined.

1.1 The rise in non-standard employment contracts in UK higher education

Globalisation, intensifying competition, and changing market and economic conditions, has led to organisations right-sizing in pursuit of greater productivity and cost control (Wittmer and Martin, 2011; van Rossenberg *et al.*, 2018). Right-sizing of an organisation may include restructuring, down-sizing, or merging with other organisations in response to, for example, significant changes in the economic or regulatory environment in which the organisation operates. Organisations are increasingly employing both core and periphery workers to achieve operational and numerical flexibility (Clarke, 2013; Sturman and Walsh, 2014). These periphery workers are often employed on non-permanent or non-standard employment contracts. Consequently, a variety of contractual working arrangements has evolved. This has led to calls for *individuals* and employers to demonstrate 'greater levels of self-direction and adaptability' (Hall *et al.*, 2018:130).

The use of non-permanent employment contracts is reflected in the UK higher education sector where, since the introduction of the 1992 Higher Education Act, the sector has experienced significant changes.

1.1.1 Massification and marketisation of higher education

These changes include what has been termed the '*massification*' of higher education where access to opportunities for higher education have been made available to a broader and more diverse market (Kaulish and Enders, 2005:136; Bryson, 2013:1; Purcell, 2014:3).   This has resulted in changes to the funding regime for education (Purcell, 2014). These changes have not only enabled private providers and providers of further education to access public funding but has changed the way in which students are recruited and has had significant impact on the marketing and delivery of higher education (Schofield *et al.,* 2013; Macfarlane, 2015).

Increased competition among providers has led to the '*marketisation*' of higher education (Huisman *et al.*, 2012:350). Higher education institutions now compete 'for students…rankings and various measures of prestige' (Molesworth *et al.*, 2009:277). These ranking and measures, and other market instruments have guided reform of higher education (Tomlinson *et al.*, 2018).   Such that a change in student behaviour, as consumers, is evident (Purcell, 2014; Heffernan, 2018).

This view of the student in higher education as a 'consumer' has over recent years gradually been reinforced. In 2011, a government White Paper 'Students at the Heart of the System' (Department for Business, Innovation and Skills (DBIS), 2011) was published which stressed the importance of the student experience. With increased opportunities to access higher education, there has been a growing number of students attending university, who along with government and other stakeholders, are demanding greater value for their money (Purcell, 2014; Knott *et al.,* 2015). This paper was followed by the DBIS green paper 'Fulfilling our Potential' (DBIS, 2015) and the DBIS white paper, 'Success as a Knowledge Economy' (DBIS, 2016). In January 2018, a new higher education regulator, the Office for Students, came into force with the objective of ensuring student demand for value for money from higher education is met (*BBC,* 2018). Thereby, further strengthening the position of the student as being at the heart of the higher education system.

The drive to align the sector with 'national economic prowess' (Bagley and Portnoi, 2014:5) reflects a neoliberal approach that perceives higher education as part of the free market economy, offering customer choice and economic wealth (Shepard, 2018). This approach has been accompanied by a managerialist ideology which, in higher education, has evolved over time and is evidenced by a 'more overt top-down corporate management approach' and the adoption of private sector business practices (Shepard, 2018:1668).

Although there is 'no single agreed definition' of managerialism, it includes a focus on 'efficiency, effectiveness, excellence' and involves 'management reform and changes to structures and processes' with the aim of improving public sector performance (Shepard, 2018:1668). In practice this translates into higher education institutions assuming a more market orientated approach. A result of which is an increased emphasis on income generation and the measurement of outputs (productivity), alongside the creation of a management culture where greater authority, control and regulation is exerted by managers (Parker and Jary, 1995; Shepard, 2018).

In seeking to achieve economic prowess, efficiency, and excellence, it is claimed there has been a 'proletarianisation of the academic workforce' as institutions 'aspire to and expect their staff to aspire to, excellence and 'world-class' status in everything they do' (Tight, 2018:280). This has led to the fragmentation, diversification and stratification of the academic career, and work degradation in relation to the academic role (Bryson, 2004; Ylijoki and Henriksson, 2017). Consequently, the academic role is now one which has been described as including 'intensified research competitiveness and attendant performativity

pressures… burgeoning workloads… and the wider impacts of managerialism' (Gornall, 2012:135-136).

1.1.2 Casualisation of higher education: two-tiered and marginalised

These aspirations for excellence are accompanied by exercises in 'financial restraint' as higher education institutions, under pressure to adopt a managerial agenda, look to cut costs, whilst seeking flexibility in staffing, in response to fluctuations in student enrolments (Kimber, 2003:45). One way perceived to provide some cost saving is to increase workloads of existing staff. However, this alone does not provide flexibility in staffing. For example, teaching on specialist units on programmes may only be required for one semester in the academic year, hence the move to appoint non-permanent teaching staff as a reaction to this consumer demand.

A flexible staffing model has resulted in an increase in the appointment of fixed term and part-time academic appointments in place of full-time appointments and a substantial growth in the number of 'sessional' staff, that is, those without a tenured or permanent position (Gappa *et al*., 2005; Kaulisch and Enders, 2005; Knott *et al*., 2015). The increased use of part-time and sessional academic staff is claimed to provide higher education institutions greater flexibility and enable short term adjustments to be made so that fluctuating demand can be accommodated (Coyle-Shapiro and Kessler, 2002).

The definition of sessional staff, whilst lacking consistency, generally refers to *teaching* staff that do not have a tenured or permanent position within the higher education institution, but who may be employed on a succession of short-term contracts, a consequence of 'ongoing' academic positions being unavailable (Bexley *et al*., 2013:394; Knott *et al*., 2015). This staffing flexibility offers institutions opportunities for diversification into new programmes (Greenaway and Hayes, 2003) and specialist subjects, based on 'consumer demand' (Molesworth *et al.,* 2009:278), and 'willingness to pay' (Brown, 2013:420) whilst limiting costs (Leslie and Gappa, 1995).

The view of higher education as a commodity has therefore contributed to the 'casualisation' of the academic workforce (Courtney, 2013:41; Tight, 2018:280). Casualisation refers to the increased use of sessional staff (Bexley *et al*., 2013). Several broad categories of 'casualised' academic staff on precarious contracts working in UK higher education have been identified. These include PhD students seeking to gain entry to an academic career whilst studying for their doctorate, those with another role within the university, non-academic professionals who teach to supplement their income or enjoy and

choose to teach, and those who have other fixed term or precarious contracts and are therefore multiple job holders (Bryson, 2013; UCU, 2018). Typically employed on *teaching only* contracts, many of these staff have little opportunity for academic advancement, and those seeking to develop their academic research agenda and profile are required to pursue this in their own time (Bryson, 2013; McComb *et al.*, 2021).

Universities are therefore relying more on teaching staff who work multiple jobs or multiple adjunct jobs; that is, individuals who work at multiple higher education institutions (Kaulisch and Enders, 2005; Sliter and Boyd, 2014; Megoran and Mason, 2020). Academics with these and other types of 'atypical' contracts (also known as 'non-established staff') taught up to a third of undergraduate degrees in 2006 when it was claimed that they represented a 'neglected corner of industrial relations research in the UK' (Brown and Gold, 2007:440-441).

In 2016, the University and College Union (UCU) and a feature in The Guardian newspaper, highlighted more than fifty percent of academics were employed on non-permanent, 'precarious' contracts (UCU, 2016; The Guardian, 2016). Their claims were based on an analysis of data published by the Higher Education Statistics Agency (HESA). The HESA data (2017/18) confirms that there are almost 30,000 teaching only academic staff (one third of all academics) employed on fixed term contracts (many of which are hourly paid contracts), with a further 68,845 employed on 'atypical' contracts (UCU, 2019; Megoran and Mason, 2020). According to HESA an atypical contract is one which is non-permanent and has a complex employment relationship (UCU, 2018). According to the UCU, a total of 42% of academic staff hold hourly paid contracts with 30% of higher education institutions still employing academic staff on zero hours contracts, despite calls for this policy to be discontinued (UCU,2019).

The data shows that the numbers of academic staff on these contracts is significant and continues to rise. Claims by the Universities and Colleges Employers Association (UCEA) that the number of casual contracts has decreased in the last few years as universities move to employ staff on open-ended contracts have been described as lacking 'credibility' (UCU, 2018:7) and 'completely misleading' (UCU, 2016:9). In part, this is because of the data collection and reporting systems used in relation to atypical contracts. For example, higher education institutions are not required to report atypical contract data to HESA.

It is paradoxical that higher education institutions are seeking to improve student satisfaction and value for money whilst simultaneously reducing staffing costs through

casualisation of the workforce. The potential for staff dissatisfaction and a lack of commitment to the organisation could have implications for performance, and potentially the quality of teaching, as well as institutional reputation, placing further pressure on higher education institutions in an increasingly competitive environment.

Regardless of the debates concerning the accuracy and credibility of the data and implications for higher education institutions, casualisation of academic work is deemed to have created a 'two-tiered' academic workforce (Kimber, 2003:41; The Guardian, 2016). Kimber (2003:41) differentiates between the two tiers, as the 'tenured core' and the 'tenured periphery' with the former having the benefit of 'security and good conditions', and the latter, 'insecurity and poor conditions.' An example of which is the 'reduced terms' for academic staff on these precarious contracts compared to their colleagues on full-time, permanent contracts (Courtney, 2013:41). This is contrary to UK government's commitment to 'fair and decent work' as set out in the five principles identified in The Good Work Plan; the recent review of the UK employment framework (Department for Business, Energy and Industrial Strategy, 2018:7). These five principles of quality work include: fair pay; well-being, safety and security; voice and autonomy.

Casualisation of employment contracts, together with little opportunity for integration into the departments or areas in which they work, renders these academics 'invisible' (Kimber, 2003:42; Megoran and Mason, 2020), with their marginalisation 'hegemonic in proportion' (Coombe and Clancy, 2002:161). They are so disregarded and considered 'inconsequential' as a group, that they are rarely discussed and acknowledged, that their marginalisation goes unchallenged (ibid).

Five years after the study by Coombe and Clancy (2002), Anderson (2007) writes that contingent academic staff (those on 'flexible and non-permanent' contracts) are perceived as the 'underclass', despite being numerically significant (Anderson, 2007:112). She suggests that they are not just neglected in terms of research but are often neglected in broader higher education policy, planning, and processes.

Yet, despite raising these issues in 2007, more than ten years later, McComb *et al*. (2021) find that marginalisation of academics on casual contracts, which includes restricted access to employment reward and benefits, organisational support, and personal and professional development, continues to exist today.   Furthermore, Megoran and Mason (2020:3) refer to academic staff on non-standard employment contracts as being treated as 'second class academics'; claiming that the predicted continued growth of casual contracts in the sector

will 'eventually erode the security and quality of academic life more widely' (Megoran and Mason, 2020:25).

In an environment in which employment rights and the focus on staff well-being receives a high profile, it is both concerning and unacceptable that the use of precarious contracts continues to grow and that staff on these insecure types of contracts remain marginalised and invisible. Therefore, in this study the academic multiple job holder is placed at the heart of the research, with its' focus on *their* perceptions and work experiences.

1.1.3 The academic multiple job holder: choice or compulsion

It has been argued that much of the existing literature on non-standard employment contracts is focused on the negative consequences for academics, where a lack of job security, development, research, and promotion opportunities compared to colleagues on standard contracts are highlighted (Feldman and Turnley, 2001). Feldman and Turnley (2001) further argue that some academics do not wish for full-time, permanent positions and that contingent employment can provide a better work life balance and enable individuals to pursue different careers concurrently.

Support for this perspective includes a study by Brown and Gold (2007) which analysed the motivations of academics entering non-standard contracts, including academics on part-time, fixed term, temporary and agency contracts. The study identified 'pull' factors associated with 'choice' for reasons of, for example, flexibility (Brown and Gold, 2007: 446). Conversely, reasons such as retirement, redundancy or end of contract were identified as 'push' factors as they all involve 'compulsion' in accepting this type of contract (ibid).

More recently studies have acknowledged that factors influencing reasons for entering one or multiple non-standard employment contracts may not be as simple as voluntary *or* involuntary, or choice *or* compulsion (Cam, 2012; Campion *et al*., 2020). Instead, a diversity of overlapping motives (push *and* pull) for multiple job holding has been found to exist (Campion and Csillag, 2021). Given the increasing casualisation of the academic workforce the identification that a combination of both push *and* pull factors may be influencing multiple job holding is an important consideration for this study.

1.1.4 The academic multiple job holder: job satisfaction and organisational commitment

It has been suggested that the increasing use of part-time teaching contracts, a feature of multiple job holding, can result in a transitory relationship affecting job satisfaction,

engagement with, and commitment to, the institution (Christensen, 2008). Some multiple job holders engage with several non-standard employment contracts simultaneously; yet to date, little research exists which explores the relationship between motives for multiple job holding and work attitudes such as job satisfaction and organisational commitment (Cam, 2012).

It is argued that academics, like other knowledge workers, are committed to their discipline rather than the higher education institution(s) in which they are employed (Kaulisch and Enders, 2005). Whilst definitions of a knowledge worker vary according to discipline and specialism, in its' simplest form, a knowledge worker is a specialist who creates, shares, and applies knowledge to solve, often complex, problems (Surawski, 2019). However, there is limited research which explores commitment in relation to academics in higher education (Sheikh and Aghaz, 2018). Research which has explored commitment in higher education has been focused on *students* rather than academics (ibid). The present study therefore seeks to contribute to the literature and current debates on academic commitment in the context of higher education.

1.1.5 The academic multiple job holder as a research focus

The significant numbers of academics employed on non-standard, often multiple, and insecure contracts, the variations in the contracts on which they are employed, and the inconsistent findings of studies examining multiple job holding, make multiple job holding a 'topic worthy of immediate attention' (Campion *et al*., 2020:166). However, there are challenges to research in this area. A key challenge relates to the terminology used to describe multiple job holders, as highlighted in section 1.3. This, and the diverse range of non-standard employment contracts used by organisations, adds to the complexity for research in this area.

Economic literature has sought to establish motivations for multiple job holding using quantitative research strategies, whilst management literature has investigated multiple job holding in terms of how it influences outcomes such as performance (Campion *et al*., 2020). Much of the research in relation to multiple job holding has developed in a 'piecemeal fashion' typically 'testing one or two relationships at a time' (Campion *et al*., 2020:182). For example, studies exploring work attitudes of multiple job holders and academics have used existing constructs to measure levels of job satisfaction and organisational commitment. These studies have often produced conflicting results. Furthermore, it is acknowledged that many existing theories relating to the workplace have

been developed in the context of a stable economic environment where individuals are typically employed by one organisation. As such these theories 'lack the explanatory power to understand [the] complex phenomenon' of multiple job holding (Campion *et al.*, 2020:166).

There is limited research which focuses on academic multiple job holders. To date, a key focus of research in relation to academic staff on *casual contracts* in higher education institutions has been the effect on teaching quality (for example, Christensen, 2008). Other research relating to these academic staff has centred on access to academic development opportunities (for example, Heffernan, 2018), and the impact on higher education as a sector (for example, Bryson, 2013). Research comparing experiences of academics on casual contracts with colleagues on permanent contracts has found casual academic staff are significantly disadvantaged in terms of working conditions, access to personal and professional development, remuneration and employee benefits (Bryson, 2013). This was evident in the recent study conducted by Megoran and Mason (2020) which explored the dehumanising effects of casualisation on academics within UK higher education.

In exploring the influences for multiple job holding, perceptions and work experiences of multiple job holding and work attitudes of job satisfaction and organisational commitment amongst academics in UK higher education institutions, this study helps to further develop understanding of contemporary work experiences. This study therefore makes several contributions to literature. This includes literature in relation to academic staff on casual contracts in UK higher education institutions, as well as the broader literature concerning influences for, and experiences of multiple job holding. In addition, the study contributes to the literature which focuses on work attitudes amongst academic multiple job holders in higher education who work across multiple organisations.

1.1.6 Summary

The drive for 'economic prowess' and the adoption of a managerialist agenda (Bagley and Portnoi, 2014:5; Shepard, 2018), has resulted in teaching in higher education being one of the occupations characterised by multiple job holding (Dik and Duffy, 2009; Sliter and Boyd, 2014). As a result of the increasing use of non-standard employment contracts, universities are relying more on teaching staff employed on casual contracts, working multiple or multiple adjunct jobs (Kaulisch and Enders, 2005; Sliter and Boyd, 2014; UCU, 2018). Whilst offering higher education institutions the flexibility to respond to student (consumer) demands for new programmes and a personal learning experience, and providing

opportunities for perceived cost control, this has led to claims of a two-tiered academic work force. Despite a growing interest and research focus on multiple job holding and motivations for multiple job holding, and the appreciation that this may have 'important psychological and behavioural consequences for employees and their organisations', there is still limited research that has concentrated on academics in higher education (Sliter and Boyd, 2014:1042).   In addition, whilst there is research that compares the relationship between permanent and non-permanent employees and work attitudes, there is little research that explores multiple job holding specifically and work attitudes of job satisfaction and organisational commitment (Cam, 2012; Campion and Csillag, 2021). Given this context, and the continued marginalisation of academics on non-standard employment contracts, this study explores the perceptions and work experiences of multiple job holding academics working in the UK higher education sector. This study provides further insight into this important but under researched area, extending knowledge and understanding of the influences for multiple job holding amongst these academics, their perceptions and work experiences, and their job satisfaction and commitment. In doing so, the study contributes to current debates of multiple job holding within the higher education sector as well as the broader literature in relation to multiple job holding, and work attitudes.

1.2 Research aim and objectives

The aim of this study is to explore the perceptions and work experiences of multiple job holding academics working in UK higher education. The study contributes to research and knowledge in this area by capturing what academic multiple job holders working in UK higher education institutions identify as the factors influencing their multiple job holding and exploring their perceptions and work experiences. The study examines how these factors and work experiences influence their work attitudes of job satisfaction and organisational commitment. The study seeks to answer the following research questions:

1. What do multiple job holding academics working in UK higher education institutions identify as the factors influencing multiple job holding?
    i. What are these academic multiple job holders seeking to achieve through multiple job holding?
2. What are their perceptions and work experiences of multiple job holding?
    i. How does multiple job holding provide what they are seeking to achieve?
3. How do they describe their job satisfaction and commitment to their organisations(s)?

i. How might factors leading to, and the experiences of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

To achieve this, the objectives of this study are to:

a) Capture what multiple job holding academics, working in UK higher education institutions, say are the factors influencing their multiple job holding.

b) Explore their perceptions and work experiences of multiple job holding.

c) Examine how their work attitudes of job satisfaction and organisational commitment may be influenced by their experiences of multiple job holding.

The study adopts a pragmatic paradigmatic perspective, aligning with the view that the top-down influence of ontological assumptions on epistemological and methodological approaches is limiting (Morgan, 2007). In recognising the distinctions between the opposing paradigms of positivism and constructivism, and their philosophies, pragmatism offers a way of working back and forth between these two extremes. A pragmatic approach recognises that research is a process requiring a combination of pre-planning and flexibility in terms of design (Bazeley, 2018). This flexibility, based on considered decision making and reflexivity, facilitates changes in design as research is conducted.

The research strategy for this study was originally of a mixed methodology design. However, during the research process this was revised in favour of a qualitative approach. In part, this was due to existing literature on influences for multiple job holding being largely based on quantitative and deductive research. To further develop understanding of multiple job holding, particularly in the context of higher education, this study adopts a qualitative research design. Further rationale for revising the design is discussed in chapter three (Research Methodology). Primary research for this study is exploratory and conducted by way of semi-structured interviews with multiple job holders where at least one of their work roles is as an academic working in a higher education institution in the UK.

Whilst the previous section has outlined the higher education context, this study explores multiple job holding from the academic multiple job holder's perspective. This is in recognition of their continued marginalisation and invisibility despite the increasing use of non-standard contracts within the sector. Many academic multiple job holders are employed on *teaching only*, non-standard (and often insecure) contracts, thereby reducing opportunities for research which can have implications for progression to permanent positions in many universities. Therefore, the focus of this study is on experiences of *teaching only* academics.

The findings from this study indicate that for some, multiple job holding is influenced purely by factors of choice (for example, to share knowledge), whilst for many, factors influencing multiple job holding are manifold and complex. Financial factors such as the need to supplement income or to achieve a reliable and secure income feature highly in the interviews with participants. A theme of 'seeking control through multiple job holding', (in managing their working lives, and their personal lives and circumstances), was developed from analysis of the interview data.

Further analysis of the perceptions and work experiences of these multiple job holding academics identifies a 'control paradox', wherein significant compromises are made by individuals striving for this control. The study also finds that for these academic multiple job holders a desire to belong and feel valued exists, yet many express feelings of isolation, and of being at 'the bottom of the pile' in the work context. One participant refers to feeling like an 'interloper' at work.

Findings also indicate a multiple dimensional view of commitment in which commitment to teaching, the academic profession, students and colleagues is expressed. Whilst only one participant refers to commitment to the employing organisation, several talk of commitment to the higher education *process*, albeit in terms of being a 'cog' in the process.

1.3 Non-standard employment contract terminology

The multitude of terms used in association with individuals with non-standard employment contracts, and the variety of employment contracts with which they are associated, presents a challenge for researchers. Research conducted within the context of higher education refers to non-standard employment as including part-time, fixed term, temporary, agency and self-employment contracts (Brown and Gold, 2007). It also includes term time and hourly paid contracts (Knott *et al.,* 2015). Anderson (2007) adds the terms non-permanent academics, sessional (a term used in Australia), adjunct faculty or temporary faculty, full-time and part-time staff without tenure (terms used in the United States of America) as well as contingent, which she used to highlight the flexible and non-permanent nature of their employment. 'Adjunct' refers to academic staff working on a part-time or temporary basis (Feldman and Turnley, 2001:284).

Research associated with non-standard employment contracts outside of the context of higher education refers to terms such as: moonlighting (Thorensteinson, 2003); free agents (Opengart and Short, 2002); and secondary job holders (Bamberry and Campbell, 2012). The term contingent employment is typically used within the United States of America and

Canadian literature when discussing temporary, fixed term, or non-permanent employment. However, within the European literature, the latter terms tend to be used interchangeably (De Cuyper *et al.*, 2008). In addition, terms such as: double (Alden, 1977) and dual (Paxson and Sicherman, 1996) job holding; as well as pluri-activity (Bamberry and Campbell, 2012) have been used, further adding to this challenge. This becomes particularly significant when seeking to conduct research in relation to multiple job holding.

For the purposes of this study, the term *non-standard employment* is used to discuss the literature when differentiation between these different types of contracts is not required.

1.4 Researcher background and experience

My professional experiences in managerial roles in industry and academia has contributed significantly to my interest in, and my approach to, exploring the work experiences of those employed on non-standard and multiple contracts. Until late 2020, I was an acting dean of faculty within a UK higher education institution, having spent the previous five years as head of an academic department responsible for a team of academics whose employment contracts varied from full-time permanent, part-time permanent, part-time fixed term, and hourly paid.

Prior to joining higher education, I worked for over twenty years within the banking industry and was responsible for leading teams within retail and business banking networks. Staff employed within these networks held a variety of different employment contracts ranging from full-time and part-time permanent, full- and part-time fixed term, term-time, compressed week, flexible hours, zero hours, and other casual types of employment contract. Although, my industry experience was prior to the changes in UK legislation in relation to employment rights of individuals on non-standard contracts, some of the issues and challenges experienced by individuals on these types of employment contract remain and are evidenced within higher education.

These challenges include the precarious nature of casual contracts and consequent implications on work life balance and well-being, poor communication, late or last-minute work schedules, social isolation, and a sense of not belonging, lack of opportunity for professional and personal development, and feelings of being excluded and not valued. My observations that workers in industry on non-standard employment contracts were often not able to apply their knowledge and skills in areas of their own choosing but were used to 'fill in' gaps and roles not covered by their colleagues on permanent contracts, I found frustrating, unfair, and unethical. Consequently, I agree with the view that organisations

that employ individuals on non-standard employment contracts have an obligation to acknowledge their 'hidden labour' (Fenwick, 2006:77). In the case of academics, this includes the true reflection of the hours worked in preparing for teaching, and not to treat these employees as 'disposable labour' (ibid).

Influenced by my personal and professional experiences, I identify myself as having a world view of 'engaged constructivism' (Easterby-Smith, *et al.*, 2018:82) and a value-orientated approach to research offered by pragmatism where methods most suited to addressing the research question are used (Teddlie and Tashakkori, 2003; Johnson *et al.*, 2007). As a pragmatist, I believe knowledge is socially constructed and based on the 'reality of the world we experience and live in' (Gray 2014:195). I recognise that my research is therefore open to continuous reformulation (Greene, 2012) and that as multiple ways of seeing and understanding exist, I need to be adaptable in my research approach if I am to generate insight.

For example, when I started my PhD studies, I was keen to engage with academic multiple job holders, line managers, and human resource professionals within the higher educational setting. My initial thoughts were that this would provide a more holistic view of multiple job holding. However, as my research progressed it became more important to me that my study represented the views of the academic multiple job holders and not the institutional view. In interviewing managers and human resource professionals, not only may these interviews be informed by, however unintentionally, espousal of practices that align to legislation, policy, and the best practice literature, but they would detract from the views of the academic multiple job holders.

Through a process of reflexivity and reflection on the research process adopted for this study, I have become more aware of my own position and how I enact my views when conducting my own research and analysing data (Hertz, 1997: viii). I am aware I bring to my research my knowledge and experience of being an academic within the higher education sector, and a background in the subject disciplines of strategic human resource management (HRM) and organisational behaviour (OB). I am also conscious that my previous work experiences align with a managerialist perspective. As such, I have sought to maintain a more critical approach to the study developed through extensive reading and reflection on different perspectives in relation to the topics under investigation.

Reflection and adopting an open-mind approach more aligned to my values orientation prompted me to critique and challenge 'taken-for-granted' ideas about some of the

theories and concepts discussed in the literature review (Dyer *et al*., 2014:261). Chapter three (Research Methodology) includes a section in which my reflections on these challenges, together with decisions regarding approaches used in data collection and analysis during the research process are presented. In addition, a reflection of my PhD experience is included at the end of this thesis.

My background as a practitioner in industry and as an academic teaching in the areas of human resource management and organisational behaviour means this study is of significant personal interest from a strategic, operational and research perspective. This research has become more personally relevant in recent months as I am now a multiple job holder. In becoming a multiple job holder, I am seeking to achieve, what I now understand to be, greater control over my working life in terms of having the freedom to follow my own agenda and to engage in varied and interesting work. Although my transition from full-time employment to becoming a multiple job holder occurred after completion and analysis of the interviews for this study, I am conscious of my role as both an (academic and multiple job holder) insider, and my role as an outsider in this research. This is discussed in more detail in chapter seven (section 7.5).

1.5 Summary of the contribution of this study

This section signposts the contributions of this study, further detail of which is presented in chapter seven.

This study provides an insight into the perceptions and work experiences of academic multiple job holders, thereby contributing to knowledge and understanding in this important area**.** As established in this chapter, research which explores the factors that influence an individual's decision to become a multiple job holder, and the experiences of those with non-traditional careers, is scarce (Fenwick, 2006; Dickey *et al*., 2011; McComb *et al*., 2021). Exploring the work experiences of individuals who have chosen to adopt a portfolio (multiple jobs) approach to work, and those who feel that they have been forced into portfolio work can offer potentially different insights. In addition, the diverse and overlapping factors influencing multiple job holding, and the relationship between multiple job holding and work attitudes such as job satisfaction and organisational commitment, is an under researched, complex, and multi-faceted area.

Few studies have examined influences for multiple job holding and linked these influences to work experiences. Two recent studies combining these two facets of multiple job holding by Webster *et al*., (2019), and Campion and Csillag, (2021) adopt a quantitative

methodology and neither were conducted within the higher education context. It would appear from the review of the literature on multiple job holding that no studies exist that explore factors influencing multiple job holding, work experiences and how these factors and experiences may influence work attitudes of job satisfaction and organisational commitment as in the present study.

In using contemporary career concepts, to explore perceptions and work experiences of multiple job holding amongst academics in higher education, this study contributes to the academic literature in the specific area of higher education, and the broader literature on multiple job holding and contemporary careers. With higher education institutions predicted to employ more teaching staff on non-standard employment contracts, this study raises awareness of the experiences of academics within UK higher education with multiple jobs and provides new insights to the current body of literature. For example, this study builds on existing research conducted by the University and College Union (2020) on the use of casual contracts in higher education.

In providing these insights, and in challenging some of the existing theories and concepts applied in relation to academic multiple job holding and protean and boundaryless careers, this study contributes to ongoing debates in these areas and offers suggestions for further research.

The focus for this study is the perspectives of the academic multiple job holders, rather than the perspectives of those managing and leading higher education institutions. As such, organisational and institutional policies have not been reviewed and analysed as they are deemed to be outside the focus of this study. For the same reason, the views of management and human resource (HR) professionals have not been sought.

The study provides higher education institutions and human resource professionals with a better understanding of the complex nature of academics as multiple job holders, and implications of non-standard employment contracts on work attitudes of satisfaction and organisational commitment. Both of which, in some existing studies, have been shown to have a positive effect on job performance. This is of importance to universities in the UK as the quality of teaching is included in surveys of student satisfaction, for example, the National Student Survey (NSS) which provides data for the Teaching Excellence Framework (TEF). Although the TEF is currently suspended due to the Covid pandemic, the TEF results affect university rankings with consequent implications for reputation and funding in an uncertain and competitive environment.

Higher education institutions have a moral, as well as a legal, obligation as responsible employers to their employees regardless of type of employment contract. Therefore, this study is of interest to higher education institutions and employee representative organisations such as the University and College Union (UCU), where employees are viewed as valued assets who make a significant contribution to the delivery of quality of learning experience for students in an increasingly consumerist and competitive environment.

This study will also be of interest to existing multiple job holders as well as those transitioning to multiple job holding. Likewise, the study will be of interest to colleagues working alongside multiple job holders and line managers with responsibility for managing multiple job holders for whom there may be varied and complex factors influencing their engagement with portfolio working.

Finally, the study will be of interest to students and researchers investigating multiple job holding within higher education and the broader industry context, as well as those researching in the areas of organisational and professional commitment and contemporary career theory.

1.6 Structure of the thesis

This thesis consists of seven chapters. Chapter one provides the context to the study, and through this, the rationale for the research in this area. The research aim and objectives are also presented in this chapter, together with an overview of the researcher's background and experience. A summary of the contribution the study offers to knowledge and understanding of multiple job holding and multiple job holder's work experiences within UK higher education is provided.

Chapter two explores the literature concerning the influences for multiple job holding and discusses these in relation to academics as multiple job holders. The chapter examines contemporary career theory, specifically protean and boundaryless career concepts, often associated with an academic career orientation. These concepts are used as the lens through which to examine the findings from the present research. Literature relating to the work attitudes of job satisfaction and organisational commitment is explored. Multiple job holding is then discussed in the context of the two career concepts (protean and boundaryless) and the literature relating to work attitudes.

The research methodology is detailed in chapter three. This chapter discusses pragmatism and the qualitative methodology adopted in this study. Data collection and analysis

methods are described, with rationale for their use in this research. Ethical considerations are discussed, and the chapter concludes with a reflection on the research process.

Chapter four is the first of two chapters presenting the findings from this research. This chapter presents six sub-themes identified from the participant interviews in relation to factors influencing multiple job holding. An overarching theme (main theme) of 'seeking control through multiple job holding' is identified. The multiplicity of factors and overlapping of themes is highlighted. Participant's descriptions and definitions of their multiple roles and which they consider to be their primary role is discussed.

Chapter five presents participant's perceptions and work experiences of multiple job holding. In this chapter the paradox of control through multiple job holding is highlighted. Job insecurity and financial uncertainty are discussed, together with the need to *be* flexible and exercise self-control. Liberating and rewarding aspects of the multiple job holding experience as identified by the participants are presented. The chapter leads to a discussion of the participant's experiences of being an 'interloper' and what one participant refers to as the 'part-timers dilemma'. The participants' multi-dimensional view of commitment is explored.

Chapter six synthesises and critically discusses findings from chapters four and five, identifying the similarities between, and departures from, the literature examined in chapter two. The synthesis of the data with the literature raises several questions in relation to the adequacy of the protean and boundaryless career concepts in explaining multiple job holding for academics for whom, for example, financial stability is important. The chapter, by applying the concept of perceived organisational support, also highlights how influences for, and experiences of, multiple job holding may influence job satisfaction and organisational commitment.

Chapter seven is the concluding chapter of the thesis in which the contribution of the study to knowledge is identified, the strengths and limitations of the study are discussed and future directions for research highlighted. A final reflection explores how this thesis meets the descriptors for the higher education qualification for level eight study.

1.7 Chapter summary

This chapter has provided context to the study underlining the importance of exploring academic multiple job holding within the higher education context given the significant and increasing use of non-standard contracts within the sector. The chapter highlights the

emergence of a two-tiered workforce where insecure forms of non-standard employment contract provide reduced terms and benefits, and where academics engaged on these types of contracts feel invisible, neglected, and marginalised.

Within the literature, there is recognition of the 'voluntary' versus 'involuntary' nature of multiple job holding. It has been suggested that the increasing use of part-time teaching contracts, a feature of multiple job holding, can result in a transitory relationship affecting job satisfaction, as well as engagement with, and commitment to, the institution. Research development with a focus on multiple job holding has been fragmentary and largely quantitative, examining one or two relationships at a time. This study adopts a qualitative research approach that focuses on the perceptions and work experiences of academic multiple job holding, building understanding of this complex phenomenon. Chapter two presents a critical review of the literature and research relating to factors influencing participating in non-standard contracts and multiple job holding. The changing concept of the 'career' and contemporary career concepts are discussed. This is followed by a critical discussion of research in relation to work attitudes, specifically job satisfaction, and organisational commitment.

2.0 Chapter Two – Literature Review

The aim and objectives of this study and the context and rationale for exploring academic multiple job holding within higher education, particularly given the significant and increasing use of non-standard contracts within the sector, was provided in chapter one. The existence of a two-tiered workforce in which academics engaged on insecure forms of non-standard employment contract feel invisible, neglected, and marginalised was highlighted.

Given this context, chapter two begins with a review of literature and research which examines motivations and influences for multiple job holding. This is followed by a critical discussion of protean and boundaryless career concepts. These concepts are used as the lens through which the analysis of the findings in relation to the perceptions and work experiences of academic multiple holders in this study are explored. The chapter then critically examines literature on work attitudes, specifically job satisfaction and organisational commitment. In doing so, multiple theories and concepts, considered relevant for this study, are discussed, to include the psychological contract, social exchange theory and perceived organisational support. An appreciation of these theories and concepts help to build understanding of the perceptions and work experiences of the academic multiple job holders in this study and how these experiences may influence their job satisfaction and commitment to their employing organisations.

2.1 Factors influencing multiple job holding

The first objective for this study is to capture what multiple job holding academics within UK higher education institutions say are the factors influencing their multiple job holding. Early research identifies economic factors as the primary motivation for multiple job holding. This section of the chapter discusses some of this early research, together with more recent research which suggests multiple job holding is influenced by a combination of financial and non-financial factors.

Whilst management literature has primarily focused on *implications of* multiple job holding (for example, on teaching quality), economic literature has focused on *motivations for* multiple job holding. Within the economic literature, early studies and surveys investigating motivations for multiple job holding typically focused on a 'simple binary division' of financial and non-financial factors (Bamberry and Campbell, 2012:298). This is now considered to be too simplistic, and no longer satisfactorily addresses the probable

diversity of motives for multiple job holding (Bamberry and Campbell, 2012; Campion and Csillag, 2021). However, theoretical development in relation to multiple job holding remains limited and understanding of motivations for multiple job holding 'incomplete' as much of the literature is principally quantitative and deductive in approach (Campion and Csillag, 2021:3).

Given the current economic climate, changing organisational structures and increased casualisation of employment contracts in UK higher education highlighted in the previous chapter, literature and theory which examines possible financial factors influencing multiple jobs may provide useful insight into what could still be the primary factor, or one of a range of factors, influencing multiple job holding. Therefore, the next section provides a critical overview of this early literature.

2.1.1 Multiple job holding: binary division of factors (financial and non-financial)

Most of the early research that focussed on the determinants of multiple job holding was conducted in Europe and the United States, applying economic theory and analysis to national survey data. In the United States (US), a pilot study conducted by Guthrie (1969) on the characteristics and motivations of male, public school teachers with second jobs found improvement of living standards to be the primary purpose of multiple job holding. At the time, the need for a second job was claimed to be an 'economically necessary evil', a result of a married couple's loss of earnings once the wife had left work 'to become a full-time housewife' (Hamel, 1967:29-30). This economic need was related to the size of family, specifically the number of children within the household. Family size was also deemed a significant driver for multiple job holding as a means of enhancing income in later research conducted by Shishko and Rostker (1976).

Findings from research by Alden (1977:14), an economist, on 'double job holding' in the UK also identify financial reasons as being the motivation for multiple job holding. This early research was undertaken at a time when, not only was it a convention for the wife to leave work to look after children, but both the UK and the US were experiencing a reduction in the standard working week from forty to thirty-five hours and the introduction of shorter, compressed and/or flexible working weeks. In this context, it is unsurprising that financial drivers and demographic profile were determined to be primary factors influencing multiple job holding.

However, almost thirty years later, in research conducted by Hipple (2010:29) economic reasons were cited by over two thirds of multiple job holders as the primary factor for

multiple job holding in the United States Current Population Survey (CPS) for 2004. According to Alden (1977), economic motivations are driven by a constraint on hours offered within a job which limits earning potential, and/or increases job insecurity resulting in individuals seeking to secure additional employment by way of a second job.

Consequently, hypotheses, such as hours constrained motive (Alden, 1977) and more latterly earnings constrained motive (Hirsch *et al*., 2016), with their focus on financial factors have been developed. The latter hypothesis suggesting the need to supplement income by way of a second job arises because no additional monies are earned by working extra hours in the primary job.

Today, economic necessity may still be a primary factor influencing multiple job holding, particularly for those seeking full-time permanent employment contracts where there is limited availability of such contracts or for those with insecure and precarious contracts. Given that many multiple job holding academics in UK higher education have non-standard contracts of employment where there are constraints on hours, this motive is discussed further in the next section.

2.1.1.1 Hours constrained motive

A constraint on hours offered by the employing organisation is the most assumed reason for multiple job holding and has been the focus of much research in this area (Kimmel and Conway, 2001). If there are insufficient hours in the primary job, a second job is taken to achieve the required or desired income level. Here, the primary job is defined as the job offering the most hours. Hence, the theoretical framework assumes that decisions made regarding primary and secondary, or second jobs are founded in utility-maximisation (Dickey *et al*., 2011; Dickey *et al*., 2015).

As noted in 2.1.1, in the UK, hours constraints reasons for multiple job holding were first observed by Alden, (1977) when proposals to reduce the standard working week to thirty-five hours to alleviate unemployment were being considered, thus placing a constraint on working hours. Later research by Kahn and Lang (1987) conducted in the US, supported the idea that the need for additional income cannot always be satisfied by the primary or main job if there is a constraint on hours available to work. Consequently, additional hours to enhance income via a second job are required. However, Kahn and Lang (1987) also found that unemployment rates and previous personal unemployment experience are also reasons why workers seek additional hours. A second job being perceived as a way of reducing the financial impact of loss of employment. This is explored briefly in 2.1.1.2.

The 'hours constrained' motive received further support from later research conducted by Krishnan (1990) who investigated decisions to 'moonlight'. Moonlighting, originally considered to be an additional job or jobs, typically performed at night to supplement income, is often now used when referring to having a second job (Averett, 2001). Krishnan found that moonlighting predominated occupations of teaching, sales, construction, and management, with jobs in these occupations being the *secondary* rather than the primary job. In this case, secondary is considered the job with less hours or lower income than the primary or main job. Like Shishko and Rostker (1976), Krishnan also found that a larger family size increased the propensity to moonlight.

Paxson and Sicherman (1996) also present a model of dual job holding and job mobility based on hours constraints. They suggest that where hours cannot be increased within the *primary* job, an employee must choose between moving to a new job offering a higher income or remaining in the same job and taking a second job to supplement income. In their study, they also looked at the relationship between income earned in the primary and second jobs citing that most models based on hours constraints assumes that it is the *second job* that offers the lower income. Their findings broadly support those of Shishko and Rostker (1976) in that hour's constraints motivate dual job holding. However, their analysis also found that in the case of some occupations, including university teachers, where the ratio of the second to main job wage rate is higher than one, the hours constrained model may not be appropriate and other models which seek to explain reasons for seeking a second job may be relevant.

Research has also found that a high proportion of dual job holders have second jobs in *different* occupations to that of their primary job (Alden 1977; Paxson and Sicherman, 1996; Bell *et al.,* 1997). Paxson and Sicherman (1996) suggest benefits offered by the second job that complement the primary job and/or benefits which cannot be obtained within the primary job, but which are offered in the second job, may be influencing factors. These benefits include access to training and professional contacts. Their findings suggest that other factors influencing multiple job holding exist, for example, opportunities to gain experience in different occupations or learn new skills. Examples from Paxson and Sicherman's (1996) research includes academics who also engage in consultancy work. Whilst they conclude that there are multiple reasons for job holding, they stress that their findings do not contradict the hours constrained model.

Although further support for the hours constrained model is offered by other research (for example, Boheim and Taylor, 2004), Wu *et al.,* (2009) examining the determinants of

multiple job holding in the UK found that earnings from the second job exceeded earnings from the primary job for a significant proportion of multiple job holders. These findings reinforce the idea that motives other than hours constrained exist (discussed in section 2.1.2).

In the context of the present study, economic necessity may be a significant factor influencing multiple job holding amongst academics on insecure or precarious contracts in UK higher education. However, other reasons such as previous unemployment experience as suggested by Kahn and Lang (1987) may also be an influencing factor. This is explored briefly in the next section.

2.1.1.2 Main job insecurity hypothesis

The main job insecurity hypothesis suggests job insecurity (the possibility of loss of employment in the primary job) is a motivation for seeking a second job; the second job serving as a 'hedge' against loss of income (Bell *et al.,* 1997:2). Although there is support for this hypothesis, some studies exploring multiple job holding and job insecurity in the UK have found only weak evidence to suggest a link between perceived risks to job security in the primary occupation and the taking of a second job (Boheim and Taylor, 2004; Wu *et al*., 2009).

Given the current economic climate and the increasing use of non-standard contracts such as fixed term and temporary contracts for academic roles within UK higher education, factors relating to hours constraints and job insecurity may be reasons for securing a second job(s). Financially driven factors influencing multiple job holding would seem to align with 'push' (section 1.1.3) factors which compel individuals towards multiple job holding, such as hours constraints, end of contract and redundancy as described by Brown and Gold (2007).

However, Brown and Gold (2007) suggest that non- financial factors such as access to training and professional networks also influence multiple job holding. They suggest these are *pull* factors, typically associated with choice. This is particularly relevant in the context of contemporary career theory which is discussed further in section 2.2.

2.1.2 Multiple job holding: multiple factors

According to Kimmel and Conway (2001) multiple job holding can occur when a second job can offer non-financial benefits not provided by the primary job. They suggest, such benefits include job satisfaction, greater flexibility to combine work and family life through

having two part-time jobs, and the ability to undertake entrepreneurial activities whilst maintaining the financial stability provided by the primary job. Kimmel and Conway (2001:90) refer to this as having 'heterogeneous jobs' or 'job-packaging'. Whilst their quantitative study analysing data, drawn from the 1984 Survey of Income and Program Participation (SIPP), found support for job-packaging by multiple job holders, they also found that the dominant factor influencing multiple job holding was a result of constraints on the primary job.

Further support for heterogeneous jobs is claimed by Wu *et al*., (2009) who, in an examination of the determinants of multiple job holding in the UK using British Household Panel Survey (BHPS) data from 1991-2001, found that 88.5% of multiple job holders had second jobs in different occupations to that of the primary job. They suggest that the motive for this may align to 'job packaging' to provide opportunities not offered by the primary job.

Later research by Dickey *et al*., (2011; 2015) suggests that individuals may *choose* a second job, even where hours constraints in the primary job do not exist.   They suggest that multiple job holding occurs because the second job offers opportunities to:

> '… learn about new occupations or gain credentials or experience; to engage in activities that interest them; to gain job satisfaction not received from the primary job; to insure against job insecurity; or to maintain flexible work schedules' (Dickey *et al*., 2011:3768).

Similarly, a qualitative study of sixteen multiple job holders working across several industries in Australia by Bamberry and Campbell (2012) identified multiple and overlapping motives for multiple job holding. Alongside motivations for financial stability, they also found multiple jobs offered opportunities for skill development and training, job satisfaction and ability to achieve work/life balance. However, Bamberry and Campbell (2012:307) who also note that these multiple and overlapping motivations extend beyond individual *choice* and are bounded within the 'context of the household or the broader network of friends and colleagues.' Thereby suggesting that a combination of factors, those that 'push*',* based on circumstances (context) and those that 'pull*',* based on choice, influence individual decisions to participate in multiple job holding.

The existence of push and pull factors is supported by Campion *et al*., (2020:174) who, following their integrative systematic review of literature on multiple job holding, suggest that push and pull factors 'co-occur, with one usually dominating'. They give financial

reasons as an example of a 'push' factor for multiple job holding and career development and psychological fulfilment as examples of professional and personal 'pull' factors.

A study of university academics in Australia by Bexley *et al*. (2013:389) identified 'stimulating work', a 'passion for the field of study' and the 'opportunity to contribute to knowledge' as the *primary attractions* for working in academia. Their study included academics on standard *and* non-standard employment contracts. Although, due to difficulties in identifying the individuals employed on non-standard contracts, Bexley *et al*. (2013) were unable to conclude the extent to which their findings were representative of academics on non-standard contracts. Therefore, in terms of the present study choice factors, such as those identified by Bexley *et al*., (2013) as attracting academics to the profession, may exist.

In summary, although a binary division of financial and non-financial factors does not account for what might be a combination of push *and* pull influencing factors, underpinning theory and findings offer explanations that are still considered key factors today. Multiple job holding amongst academics in UK higher education may therefore be a combination of voluntary *and* involuntary factors. However, to date, there is limited research exploring factors influencing multiple job holding with a specific focus on academics in higher education.

2.1.3 Multiple job holding: primary and secondary Jobs

It is important to note that ambiguity exists with regards to the terms, 'primary' or 'main' and 'secondary' and second' used to describe jobs in relation to multiple job holding. A distinction is made between jobs that are perceived as primary or main ('good') and secondary ('bad'). The distinction between 'good' and 'bad' in non-standard work arrangements relates to job quality and includes earnings and hours worked, and other work-related benefits (Kalleberg, 2000). The 'primary', 'main' or 'good' job is therefore defined as providing the highest earnings or the job with the highest number of hours worked. Consequently, the term 'secondary' job implies jobs with lower earnings or fewer hours worked. In recent years there has been an increasing occurrence of multiple part-time jobs, and in these cases, this definition can be problematic where hours and earnings for each part-time job are either comparable or can vary over time (Bamberry and Campbell, 2012).

In addition, multiple job holding rates have been found to be higher for those with, what is termed, 'primary' jobs in education and health services than in other occupations (Hipple,

2010). Hipple suggests this may be because jobs in these occupations are more flexible and patterns of work more certain, facilitating a second job. Interestingly, Hipple also noted in his study that 22% of multiple job holders held *second* jobs in education and health services. This suggests the earlier definition of primary job as being the 'good' job may not necessarily apply in these circumstances.

Furthermore, Broschak *et al*. (2008:7) distinguishes part time-jobs as being either 'retention' (good) part-time jobs and 'secondary' (bad) part-time jobs. The 'retention' (good) part-time jobs being those that seek to attract and retain employees, where workers are more likely to receive training and organisational support. Workers seeking these jobs typically prefer or choose to work part-time because of the flexibility it offers. Conversely, they identify 'secondary' (bad) part-time jobs as being those that tend to require low skill, offer little or no training, and where high turnover and low job security exists.   In the context of higher education, skills required and quality of teaching in full-time and part-time faculty positions are similar. Therefore, in this context, these definitions do not adequately describe the differences applied to these terms.   Given this ambiguity, participants in the present study were asked to identify and define which of their jobs/roles they perceive to be their primary job/role.

2.1.4 Section summary: factors influencing multiple job holding

Research into multiple job holding research has traditionally focused on a simplistic division of financial and non-financial factors such as utility maximisation (the need to increase income because of hours constraints), and/or flexibility in working schedule. Job insecurity, together with previous personal experience of job loss has been found to be a factor influencing multiple job holding. In higher education, the drive for economic prowess and a managerialist agenda has led to changing organisational structures resulting in an increase in non-permanent employment contracts as universities seek to satisfy different stakeholder demands. Therefore, financial factors influencing multiple job holding remain particularly relevant. However, it is also suggested that a diversity of potential overlapping motives exist for multiple job holding; a combination of push *and* pull factors.

To date however, there is limited research which explores these multiple influencing factors, particularly in higher education. Therefore, in exploring factors influencing multiple job holding amongst academics within UK higher education, the present study contributes to the existing body of multiple job holding literature and research within the higher education sector and the broader context.

Figure 1 provides a summary of key areas discussed in relation to multiple job holding in chapter one and in section 2.1. of this chapter. The areas identified in Figure 1 informed the initial questions for the present study.

| Socio-demographic profile of multiple job holder: Gender, age, caring responsibilities | → | Questions to include: How participants self-identify, their age, and whether they have caring responsibilities |
| Employment status of each job: For example, casual, fixed term, fractional, part-time, sessional, term-time, zero-hours | → | Questions to include: Number and type of employment contracts held |

| **Primary job:** 'Good' job with earning potential and/or work related benefits. | **Second job:** Same/different occupation, offers non-financial benefits not available in primary job, greater job security and/or access to professional networks, is of interest, provides flexible working patterns, offers | **Secondary job:** 'Bad' job – low skill requirement, little or no training, high staff turnover and low job security. | → | Questions to include: Which job/role participants identify as their primary job/role and how they describe the role they consider to be their primary job/role. |

| **Involuntary factors influencing multiple job holding (compulsion or push factors):** End of contract, not able to secure full-time contract, job insecurity, previous unemployment experience, redundancy, retirement. | **Voluntary factors influencing multiple job holding (choice or pull factors):** Access to professional networks, opportunities to engage in areas of personal interest, enjoyment of second job, flexibility to combine family and work life, gain experience in different occupation, opportunities for training skills development, entrepreneurial activities, work life balance | → | Questions to include: What do participants identify as the influences for seeking multiple jobs |

Figure 1: Summary of factors influencing multiple job holding based on a review of literature.

Contemporary career theory supports the notion that careers are now more self-directed and career decisions are not necessarily driven by financial considerations but by personal values, as well as psychological and physical mobility (Hall, 1996; Clarke, 2013; Hall *et al*., 2018). The following section critically examines the most widely recognised of these contemporary career theories, protean and boundaryless careers, and the evolution of a more self-directed and values driven approach to career development.

2.2 Contemporary career theory

The second objective of this study is to explore the perceptions and work experiences of academic multiple job holders in UK higher education institutions. In this section protean and boundaryless career concepts are critically examined and the rationale for applying these concepts as the lens through which to explore perceptions and work experiences of multiple job holding in the present study is provided. A brief overview of the background and context leading to the evolution of these models is included, followed by a discussion and critical assessment of these two career concepts in the context of academic multiple job holding.

The protean and boundaryless career concepts are the most widely recognised and influential contemporary career models in careers literature (Forrier *et al*., 2009; Gubler *et al.,* 2014; Redondo *et al*., 2019), and are often associated with academic careers (for example, Arthur and Rousseau, 1996; Baruch, 2013; Ortlieb and Weiss, 2018). These models were first introduced in 1976 and 1996 respectively, when they were hailed as the modern career approach for the twenty-first century against a backdrop of economic turbulence, advances in technology and changes in society (Hall, 1996). They emphasise the shift away from a traditional and bureaucratic organisational career to one which is more flexible, values driven and self-directed (Hall, 1996; Opengart and Short, 2002; Clarke, 2013; Carbery and Cross, 2018), and where individuals are agents of their own careers (Arthur and Rousseau, 1996; Hall *et al*., 2018).   Thereby seemingly aligning with the voluntary or pull (choice) factors for multiple job holding as outlined in the previous section.

2.2.1 The evolution of the protean and boundaryless career

According to Hall (1996), the organisational career would cease to exist in the twenty-first century. During the 1970's and 1980's, the organisational career had been characterised by 'organisational membership and security' and advancement through the organisation hierarchy, known as the career 'ladder' (Clarke, 2013:685). The ladder being supported by training and development, and career management and structures provided by the organisation; with career success being measured in terms of reward and status within the organisation. The organisational career, also described as 'traditional' or 'bureaucratic' and was therefore known for 'hierarchical advancement, organisational career management and low mobility' (Gubler *et al.*, 2014:S23).

Some researchers maintain that the traditional organisational career still has merit in the twenty-first century and acknowledge its' continued existence, albeit with some redefinition required (Hall and Las Heras, 2010; Clarke, 2013). However, the organisational career is generally considered no longer sustainable in an increasingly changing and unstable, competitive, and complex business environment (Hall, 1996; Bravo *et al*., 2017). It has subsequently been replaced in careers literature by models that assume individuals to be increasingly mobile and self-directed (Briscoe and Hall, 2006). These more flexible approaches include the concept of career anchors (Schein 1978; 1996), and post-corporate (Peiperl and Baruch, 1997), multidirectional (Baruch, 2004) and Kaleidoscope (Mainiero and Sullivan, 2005) careers. However, the most accepted of these contemporary career

concepts are the protean and the boundaryless models (Gubler *et al*., 2014), described by Briscoe and Hall (2006:5) as 'symbols of the new career'. These 'new' careers are not limited to, or typified by, experiences in one organisation but rather by the variety of experience gained in different jobs across multiple organisation and industries. As a result, these types of careers are increasingly defined by less loyalty and certainty as well as greater mobility (Clarke, 2013).

Empirical studies that have examined these new career concepts have focused mainly on manager, professional and consultant populations (Baruch *et al*., 2016). Nonetheless, academic careers are often associated with protean and boundaryless careers. This could be because academic careers are described as being 'complex and dynamic', where careers are built on relationships, networking, and reputation within their speciality rather than in a single organisation (Kaulisch and Enders, 2005:131). This suggests academics are more likely to be self-directed, psychologically mobile free agents, and less likely to be committed to their employer than they are to their discipline.

It is recognised that this description of an academic career was conveyed at a time when academic contracts were typically stable, full-time, and permanent. However, more recently further support for aligning academic careers with protean and boundaryless career concepts is offered by Baruch (2013:198) who maintains these models have 'clear relevance and fit for academics' as they can 'shape their work' according to their career aspirations and build their human capital. Indeed, Ortlieb and Weiss (2018:572) assert that academic careers are 'prototypical' of the boundaryless, and protean careers as academic careers generally are becoming more 'trans-organisational, self-initiated and shaped by individuals.'

Furthermore, Clarke (2013) claims that the portfolio career, associated with multiple job holding as individuals engage in a portfolio of work, exemplifies both the physical and psychological mobility of the boundaryless career and the values-driven protean career. Therefore, on *initial* assessment, these career concepts would seem to align well with academic multiple job holders whether employed in a single higher education institution or working multiple adjunct roles across different universities.

Figure 2 presents a summary of the characteristics of academic careers as postulated by Kaulisch and Enders (2005). The characteristics identified in Figure 2 are reflected in the protean and boundaryless career concepts which are critically examined in the next sections.
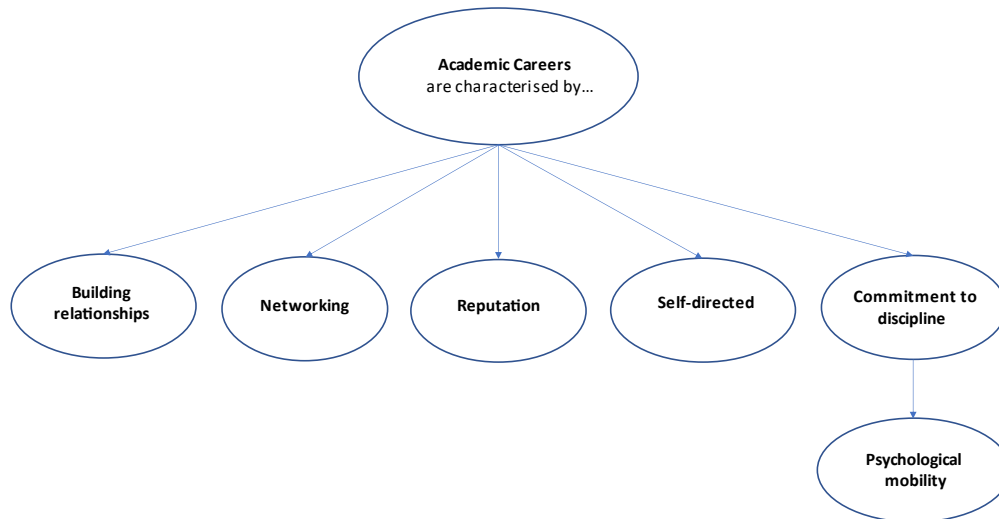
Figure 2: The characteristics of academic careers proposed by Kaulisch and Enders (2005).

2.2.2 Protean career model

A protean career concept (PCC) is a theoretical concept and refers to a career which is driven by the individual and not by the organisation (Hall, 1996). It is likely to be recreated over time in response to environmental changes and needs of the individual. This type of career is an agreement with 'one's self and one's work' and is a 'path to the heart' (Hall, 1996:10), characterised by a series of identity changes and continuous learning. The traits associated with a protean orientation are 'freedom and growth, professional commitment, the attainment of psychological success through the pursuit of meaningful work, and the discovery of a calling' (Enache *et al.,* 2013:883). Direnzo *et al*. (2015) claim that, although the relationship has not been explored in research, literature on the protean career suggests that it promotes work/life balance because of the focus on the whole life/self.

A subsidiary component of the protean career concept is protean career orientation (PCO), conceptualised as an attitude, in which personal agency drives career self-management, and achievement of what is viewed as career success from an individual and personal perspective (De Vos and Soens, 2008; Briscoe and Finkelstein, 2009). The protean career orientation has also been described as the protean career attitude (Prot A) within the literature (Grimland *et al*., 2012). The second subsidiary component is protean career path (PCP), a career path pro-actively managed by the individual, rather than directed by the organisation, and relates to career self-management (Gubler *et al*., 2014). In this theoretical model, therefore the career goal is assumed to be 'psychological success'

(subjective), as opposed to 'vertical success' (objective) (Hall, 1996:8; Hall 2004:4). Gubler *et al.,* (2014), examining literature on protean careers, established that protean career orientation has been the primary focus of research. This, they claim, 'reflects the agentic assumptions embedded in the PCP and implies a privileging of its self-direction element over adaptability to labor market realities' (Gubler *et al.*, 2014:526). Hall *et al.,* (2018) whilst emphasising an individual's agentic role, acknowledge that agency is not easy in an environment characterised by volatility, uncertainty, complexity, and ambiguity (VUCA).

Intrinsic rewards, flexibility and continuous learning are facets of this career model (Sullivan and Baruch, 2009), with the onus being on the individual to develop the required meta-skills of self-knowledge and adaptability to fit the work context (Hall, 1996; Clarke, 2013). Hall (2002) claims that because less importance is placed on job security, in favour of continuous development and learning, individuals with a protean career attitude are more adaptable to change. The protean career concept therefore places greater emphasis on the individual acting as a free agent in the management of his/her career than the implications for individuals of prevailing economic and labour market conditions.

Hall (2004) also highlights research that has linked the protean career attitude with personality traits, particularly traits that are open to new experiences. In addition, it has been suggested that prior career experience, or a combination of openness to new experiences and prior career experience informs this orientation (Sargent and Domberger, 2007). Baruch (2014) states that despite significant interest in the protean career orientation, there are limited studies that have sought to measure this concept. One such study was conducted by Briscoe *et al.*, (2006) in which a validated measure of protean career attitudes was first published, using students as respondents. This remains the most used measure of this concept in studies today (Hall *et al.*, 2018).

A protean career is defined as being self-directed *and* values driven (Briscoe *et al.*, 2006; Briscoe and Hall, 2006), where self-direction represents *agency*, and is independent from external influence (Hall *et al.*, 2018). Consequently, self-awareness is considered of paramount importance as is a sense of personal responsibility, resilience, and adaptability (Bravo *et al.*, 2017). Hall (2004) refers to adaptability (the ability to make changes in response to disruptions in the external environment and/or working conditions) and self-awareness as being the two meta-competencies required for the protean career. These, together with career agency (a sense of control in relation to career), Hall *et al.*, (2018) suggest are key in enabling individuals to realise their career goals.

The need for the individual to exploit their personal resources through 'growth-fostering relational interactions and collaborations' is also considered important (Hall, 1996:12). These relational interactions support the development of career networks and are perceived to be a principal resource in the protean career. The protean career concept has changed little since inception, other than to depict the model as a career profile matrix along two dimensions (Gubler *et al.*, 2014) as shown in Figure 3.

	RIGID	**TRANSFORMATIONAL**
	(Not able to adapt to performance and learning requirements of career)	(Able to lead self/others, capable of continuous learning: **protean**)
Values Driven	**DEPENDENT**	**REACTIVE**
	(Does not self-manage career)	(Does not have perspective to guide own career sufficiently)
	Self-directed	
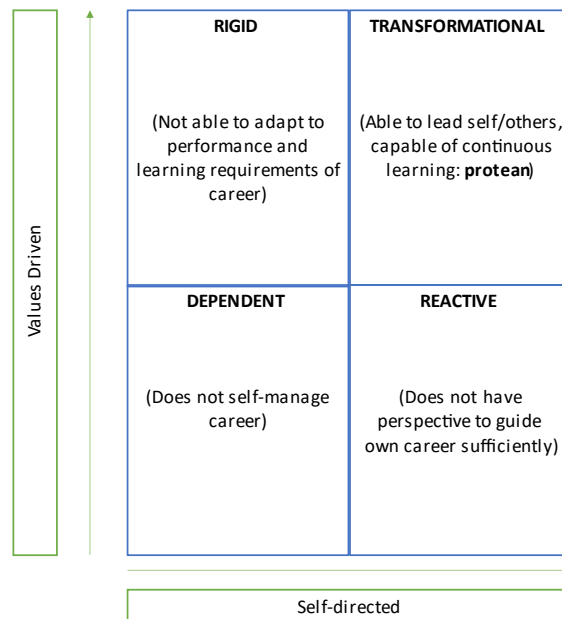
Figure 3: Primary protean career categories (adapted from Briscoe and Hall, 2006).

Whilst Hall (2004) notes that gender does not appear to be related to protean career orientation, he acknowledges that for some groups within society, greater opportunities for freedom and mobility are available because of their circumstances, citing men under forty years old as an example. This aligns with claims by Clarke (2013) that family responsibilities have led to the adoption of a protean career orientation, as women in particular, seek to balance work and family life, and responsibilities which requires a greater degree of flexibility than a traditional career.

Given the emphasis on the changing identity of the individual and continuous learning, much of the literature assumes that a protean career will unfold in multiple organisations rather than one organisation (Clarke, 2013). Table 1 summarises the differences between protean and traditional careers.

Table 1: A summary of the differences between protean and traditional careers (source: Hall, 1996, cited in Hall, 2004:4).

Issue	Protean Career	Traditional Career
Who is in charge?	Person	Organisation
Core values	Freedom, growth	Advancement
Degree of mobility	High	Lower
Success criteria	Psychological success	Position level, salary
Key attitudes	Work satisfaction, *professional commitment*	*Organisational commitment*

The issue of protean career orientation and professional versus organisational commitment as indicated above is explored in section 2.3.7.

Hall (2004:3) in reviewing the protean career model some twenty-five years after he first developed the concept, states that employees with a 'strong internal 'compass' [are needed] in an ethically challenged business climate' and that the influence of the environment in relation to career approach cannot be ignored. He notes that a protean career orientation appears higher for young workers, and that direct line management rather than the organisation is a key source of development, emphasising that formal training is not perceived as developmental but as a 'requirement or reward' (Hall, 2004:13). He adds that meeting the needs of individuals and the achievement of strategic goals in effective organisations are not mutually exclusive. Hall suggests that organisations can support individuals with protean careers by giving job tasks that are challenging, providing training, communicating opportunities, and enabling developmental relationships with other employees in the organisation.

2.2.2.1 Academics and the protean career concept

The increasing volatility in the global economy, leading to job and career uncertainty, is said to have forced individuals to take more responsibility and control in the management of their careers (Direnzo *et al*., 2015). However, Baruch and Hall (2001) suggest that academics have always adopted a protean career orientation. Prior to changes in the economic and political environment (as described in chapter one) resulting an increasing focus on the commercial interests of the higher education institution, academics were considered free agents, able to move their research from one institution to another (Baruch and Hall, 2001). The view being that academics took responsibility for their own careers, seeking professional challenge and development, and flexibility in their working life, at a time when academic employment contracts were typically stable, long term and permanent. In 2001, Baruch and Hall concluded that the managerial approach to managing

higher education institutions gives power to those academics that contribute to the organisation by attracting funding and resources (research and consultancy). These opportunities, however, are not always available to academics on teaching only contracts nor to those on non-standard employment contracts. For academics engaged on non-standard contracts of employment, job insecurity may be a key consideration compelling them to secure additional jobs that do not align with personal values. Therefore, whilst academic career orientation may be perceived as being self-directed and values driven, thereby aligning with a protean career orientation, whether this resonates with academic multiple job holders and whether multiple job holding is one of choice or compulsion needs further exploration.

Figure 4 below summaries the literature on the protean career discussed in 2.2.2.
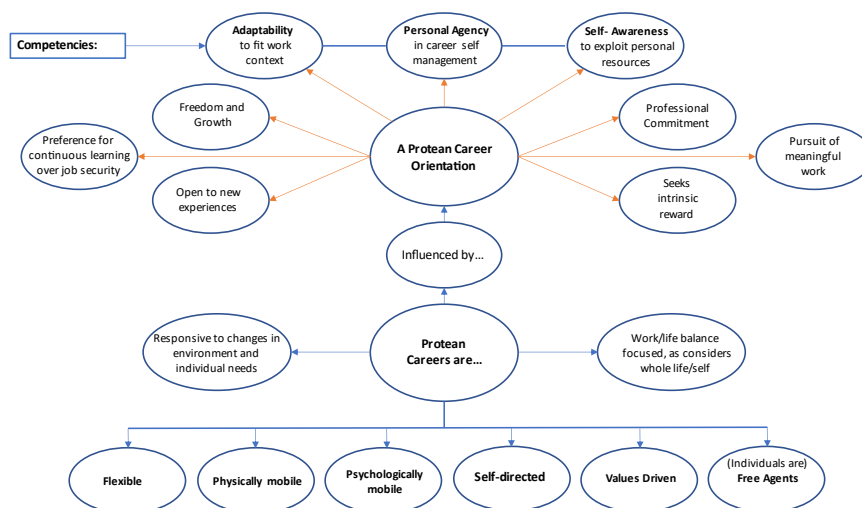
Figure 4: A summary of protean career and orientation proposed by Hall (1996; 2002; 2004; 2018).

The next section explores the boundaryless career model and considers the model in the academic context.

2.2.3 Boundaryless career model

The boundaryless career model, conceived by Arthur and Rousseau (1996:29-30) defines a career as 'the unfolding sequence of any person's work experiences over time' and assumes a 'dynamic, knowledge-driven, boundaryless career world'. A world in which employment should be organised around professional and social networks, and where colleagues are required to work collaboratively in an increasingly competitive environment to ensure the

organisation's survival (Arthur and Rousseau, 1996). Sullivan and Baruch (2009) expand on the views of Arthur and Rousseau by suggesting that the boundaryless career model embraces all experiences both in and outside of the organisation. Therefore, employment and career decisions may be taken based on the need for flexibility for work/family reasons (Bravo *et al.*, 2017). In the context of the present study, flexibility for work/family reasons may be important for some academic multiple job holders.

The onus of responsibility for career development in this model is on individuals as agents of their own careers. Like Hall (1996), Arthur and Rousseau (1996) suggest that individuals with a boundaryless career, require a high level of self-awareness. They assert that individuals need to be aware of the extent to which their knowledge and skills meets the needs of the *marketplace*, and to leverage their competencies by identifying and acting on opportunities presented. This may entail movement from organisation to organisation to take full advantage of career development opportunities. Like Hall (1996), they suggest that individuals should extend their collaborations and broader engagement with society and stress the need for resilience to help cope with the uncertainty that this approach to career development poses.

Although there are distinctions between the two career attitudes, the boundaryless career is often associated with a protean career orientation (Gubler *et al.*, 2014: Hall *et al.*, 2018). The protean career has its focus on self-direction and personal values, and although both encompass physical and psychological mobility, it is emphasised within the boundaryless career concept (Sullivan and Arthur, 2006).

Academic careers are commonly associated with the boundaryless career, with claims that academic careers are managed by, *and for*, the academic themselves (Arthur and Rousseau, 1996). They are not perceived to be constrained to one organisation because they work across and move between organisations in search of research projects, thereby exhibiting physical and psychological mobility. However, it is acknowledged that not all academic roles are specifically research orientated, and therefore this assumption cannot be applied to all careers within academia (Dowd and Kaplan, 2005).

To better understand boundaryless careers in an academic context, Dowd and Kaplan (2005) draw upon research by Gouldner (1957). Gouldner describes academics who identify and build relationships within the higher education institution in which they work, as 'locals', and those who identify with their academic discipline as 'cosmopolitans' (Dowd and Kaplan, 2005:701-702). The *locals* are regarded as having boundaried (organisation-

centred) careers and the *cosmopolitans* boundaryless (individual-centred) careers. Dowd and Kaplan suggest that academics have both a commitment to the institution *and* to their discipline suggesting that they are both boundaried *and* boundaryless. The present study therefore explores whether academics as multiple job holders who work in different organisations express their commitment to their institution(s) and/or their discipline.

Dany *et al*., (2011) claim that academia does not differ much from traditional bureaucracies of other professions where career choices are affected by rules and resources of the organisation or profession. Dany *et al*., (2011:975) therefore reject the view of the boundaryless career in which 'the supremacy of the actor [is emphasised] at the expense of the environment' and suggest that further research is required to better understand careers and approaches adopted in the context of changes occurring in the work environment.

In the context of higher education institutions, this claim can be illustrated by, for example, the 'publish or perish' rule or ethic, or the availability of, and access to, research funding. In some higher education institutions research and publications are the benchmark against which academics are judged. The need for high level of quality teaching and increasing administrative workloads and responsibilities increases pressure on academic time available to focus on research. For academics on non-standard employment contracts, typically employed on a teaching contract, this means that research in which they engage is not usually supported by funding and is completed outside of paid working hours. In addition, the roles and employment contracts available to academic staff within higher education institutions (as described in the previous chapter) are likely to be a significant factor influencing career decisions and choices.

The model of the boundaryless career as proposed by Sullivan and Arthur (2006) is presented in Figure 5. According to this model, an academic with multiple jobs working across two or more organisations would be considered to align to quadrant four, having both high physical and psychological mobility.
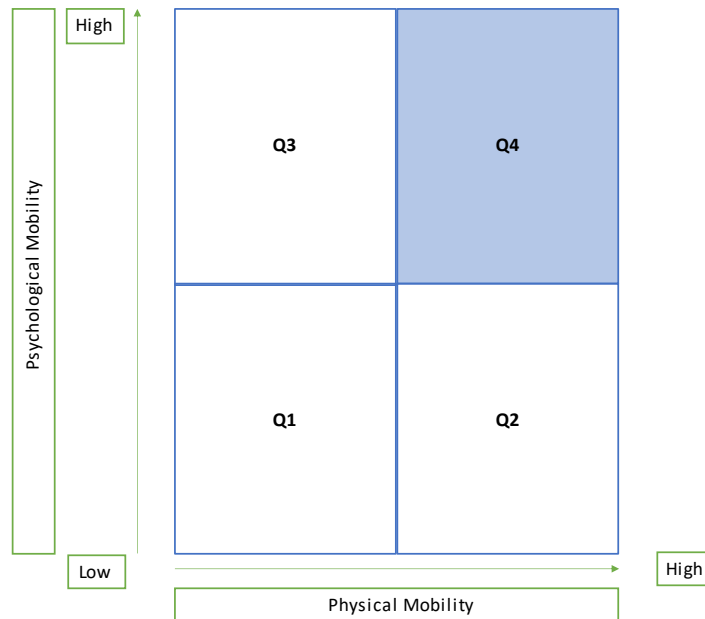
Figure 5: The boundaryless career model (adapted from Sullivan and Arthur, 2006).

A key criticism of the boundaryless model is that it assumes an 'open system' that is 'full of opportunities' (Baruch and Vardi, 2016:361-362). For academics on non-standard employment contracts opportunities are often limited, and neither the higher education system nor individuals, are independent of external environmental influences. A summary of the boundaryless career model based on the discussion on section 2.2.3 is presented in Figure 6 below.
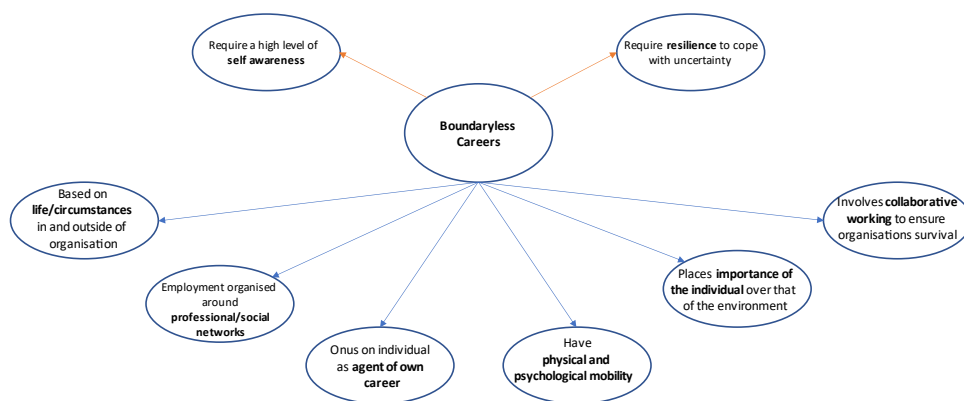
Figure 6: A summary of the boundaryless career model proposed by Arthur and Rousseau (1996).

2.2.4 Contemporary career theory as a lens to explore multiple job holding

Contemporary career theory, particularly protean and boundaryless models, often associated with academic careers, would appear to offer a lens through which to examine multiple job holding in the context of higher education. Although distinct concepts, it is argued that the models complement, rather than compete, with each other (Inkson, 2005; Rodrigues *et al*., 2015). The protean model encompassing psychological aspects and the boundaryless model predicting behaviours (Koraskiene and Smaliukiene, 2014). However, although these models help to explain some aspects of the academic career experience, the literature suggests that they do not adequately explain or account for some of the external factors that influence multiple job holding and career decisions. For example, most individuals are not totally independent of external career influences, as suggested by these models, and careers are not necessarily boundaryless (Baruch, 2006; Baruch and Vardi, 2016).

Many studies have focused on the positive aspects of these non-traditional careers, highlighting the freedom and flexibility that they offer (Baruch, 2004). As highlighted in chapter one, it is argued that for some academics who do not wish for full-time, permanent positions, contingent employment can provide a better work life balance, giving individuals the freedom to pursue opportunities and different careers concurrently (Feldman and Turnley, 2001). Therefore, multiple job holding, for academics *choosing* this way of working, would seem to align with these positive aspects of a protean or boundaryless career orientation.

However, amid claims that organisational rightsizing is legitimised by acceptance of the boundaryless career concept, supported by 'the effects of managerialism, ideological certitude and attractive slogans and images' (Inkson *et al*., 2012:330), further consideration of the potential negative aspects associated with protean and boundaryless career concepts is therefore required. This is supported by Sullivan and Baruch (2009) and Baruch and Vardi (2016:355) who call for additional research into the 'darker side' and potential negative aspects of these contemporary career theories.

For example, although portrayed as an 'open system', 'full of opportunities', the boundaryless career is also associated with instability, ambiguity, job insecurity and continual adjustment causing anxiety, confusion, stress and 'career despair' (Baruch and Vardi, 2016:361-32). Guan *et al*., (2019) refer to these continual adjustments in terms of

difficulties in transitioning from one job to another, claiming this can cause both physical and mental stress, and work life conflict.

Despite claiming that multiple job holding, and portfolio work cannot simply be described as 'exploitative or liberating' but rather a blend of these two extremes, Fenwick (2006:67) questions whether negative aspects of portfolio working are perceived by individuals as negative. She suggests 'the popular rhetoric that the responsibility for their precarious career is their own' has been accepted, as individuals are 'encouraged to view their resulting isolation as an empowering opportunity' (Fenwick (2006:68).

In the following section some of the discourse surrounding the potential negative aspects of the protean and boundaryless career concepts are examined.

2.2.4.1 Physical mobility and psychological mobility

As previously noted, although the protean and boundaryless career concepts are distinct, some overlap exists. They are therefore considered to complement each other. For example, both endorse the notion of mobility (Forrier *et al*., 2009), and assert that careers are not necessarily restricted to one organisation (Briscoe and Hall, 2006). According to Briscoe *et al*., (2012), a consequence of a physically and psychologically mobile attitude means that individuals are adaptive and able to thrive in uncertainty, for instance, during periods in which employment is insecure because of economic downturn. This is because a physically and psychologically mobile attitude to career development means that these individuals are pro-active in continually exploring opportunities and building relationships outside of the organisations in which they are employed (Briscoe *et al*., 2012).

However, earlier research by Briscoe *et al.* (2006) found that whilst some individuals adopt a self-directed and values driven career approach, thereby demonstrating psychological mobility, they do not have physical mobility. The latter being constrained by, for example, family commitments. Further support for this finding is provided by Heaton (2004) who highlights that in dual-earning households, an individual's physical mobility may be adversely limited to a specific geographical area because of the reliance on the income from the second person. Although no gender differences were found in a study by Hall (2004), Sullivan and Arthur (2006) suggest that women may experience less opportunities for physical mobility than men. This, they propose, may be due to having carer or dependent responsibilities or, where a partner is unwilling to relocate.

Segers *et al*., (2008) suggest that women are motivated more than men by personal values, influenced by their need to balance work with caring responsibilities. It is therefore

51

suggested that women have greater psychological mobility. In balancing these different responsibilities, flexibility of working schedule or pattern may often be required, resulting in multiple jobs and a portfolio of work. This flexibility whilst, on the one hand is hailed as liberating, has also been referred to as 'repressive' (Fenwick, 2006:68). In her qualitative study of thirty-one nurses and adult educators, based in Canada, she found that portfolio working often involved working over and above contracted hours, unrecognised by the employer, driven by a sense of obligation.

Therefore, Fenwick (2006) suggests that whilst the ability to plan one's own schedule can offer flexibility, issues of balancing different work schedules, workloads and commitments can lead to exhaustion and stress, and that maintaining a network of professional contacts and, in some cases, clients is time consuming. Her study findings also note the distinction between home and work life, personal and professional life can become blurred and tensions arise.

Sullivan and Arthur (2006) suggest that men may have less psychological mobility because of an obligation to adopt a more traditional approach to career advancement so that they can provide financially for their family. Career advancement being achieved through objective measures of more money and promotion. Although, Segers *et al.,* (2008) assert that both men and women are equally self-directed in their attitudes towards their careers, they agree that men are more motivated by such objective measures and are willing to change organisations where more money is offered, suggesting physical mobility. Moreover, they suggest that individuals become less self-directed with age, are less physically mobile but more psychologically mobile and values driven.

In summary, the positive perspective that individuals with a protean or boundaryless career are physically mobile and can adapt and thrive in economic uncertainty is countered by claims that having to continuously transition between jobs can cause stress and work life conflict. Family and caring commitments have been identified as potentially limiting physical mobility. Psychological mobility, sometimes associated with the need for flexibility because of these caring commitments, is said to be liberating but trying to balance the different demands of work and other commitments can also be repressive, leading to exhaustion, stress, and work life conflict.

2.2.4.2 Job insecurity and stigmatisation

In recent decades, organisations have moved towards employing both core and periphery workers, the latter employed on an 'as and when' basis, for example, when the

organisation requires specialist skills or knowledge as evidenced by the use of casual employment contracts in higher education. A consequence of which is the shift from a relational to a transactional psychological contract with employers where an individuals' employment is based on the value the individual provides to the organisation at that time (Heaton, 2004; De Bruin and Buchner, 2010). The psychological contract refers to individual beliefs as to the mutual obligations expected between employer and employee (Rousseau, 1995) and is discussed further in section 2.3.3.

For some individuals, the shift to a more transactional psychological contract with employers can result in increased individual self-esteem, as continued employment is attributed to an individuals' own efforts and contribution (Heaton, 2004). However, for others this transactional relationship, combined with re-structuring and right sizing (or down-sizing) of organisations has resulted in redundancies, increased feelings of job insecurity and work-related stress (Heaton, 2004).   This stress being a consequence of the continual need to be pro-actively developing professional networks to secure the next job(s), and competing with others to secure employment (Fenwick, 2006). These findings would seem to contradict the argument that individuals with a protean and boundaryless perspective who are physically and psychologically mobile (and therefore assumed to engage in a transactional psychological contract), and who seek intrinsic reward adapt and thrive in such circumstances.

Sullivan and Baruch (2009) suggest that whilst boundaryless careers are associated with freedom of movement across organisational boundaries, this can lead to stigmatisation by co-workers, a consequence of being a non-permanent employee. For example, lack of availability outside of contracted hours and communication between colleagues can lead to difficult working relationships. This is echoed in a study of part-time employees by McDermid *et al.,* (2001:315) in which 'stereotypes that they are less committed, knowledgeable, or able' was found to lead to feelings of exhaustion, isolation, and frustration, particularly amongst women.

2.2.5 Section summary: protean and boundaryless career concepts

Protean and boundaryless careers are associated with being self-directed and values driven, where flexibility is important and where individuals, who are agents of their own careers, have physical and psychological mobility. Critics of the protean career concept highlight that there is no clarity provided regarding which values, for example, autonomy, work-life balance, loyalty, security are considered as linked to this concept (Gubler *et al*., 2014). It is

also argued that adaptability is over-stated and that not all groups of employees have equal agency (Inkson, 2006; Inkson *et al*., 2012). A further criticism of protean and boundaryless careers stems from the lack of measurement of these concepts, and therefore there is little empirical evidence to support these models (Briscoe *et al*., 2004; Gubler *et al*., 2014). Measurement has only emerged in relatively recent years in a limited number of studies (for example, Briscoe *et al*., 2006; De Bruin and Buchner, 2010, Herrman *et al*., 2015).

There are also several assumptions made within these models which makes applying them to some job holders difficult. This is particularly true in relation to multiple job holders, specifically those in higher education, where *involuntary* part-time work is on the increase (Cam, 2012; UCU, 2018; Megoran and Mason*,* 2020). Consequently, factors influencing multiple job holding may not align with those associated with these career models, as they may be a result of push (compulsion) factors, for example, end of contract or full-time work not being available.

Despite criticisms, the protean model is still regarded as useful in helping to explain how careers are experienced, with Gubler *et al*., (2014) arguing that it has both conceptual and practical relevance. This is supported by Baruch (2006) who states that the model is useful for describing and understanding careers in an environment of increasing uncertainty.

Figure 7 summarises the key characteristics of protean and boundaryless careers presented in this section, highlighting some of the negative aspects as outlined in this section of the chapter. Authors (such as Arthur and Rousseau, 1996; Baruch and Hall, 2001; Baruch, 2013; Ortlieb and Weiss, 2018), have claimed that academics have protean and boundaryless career orientations, possessing the characteristics illustrated in Figure 7.

In addition, it has also been claimed that portfolio working, associated with multiple job holding, exemplifies the characteristics of physical and psychological mobility (Clarke, 2013). There is some congruence between the voluntary factors influencing multiple job holding and a protean or boundaryless career orientation (for example, values driven, self-directed, flexible, physical, and psychological mobility, outlined earlier in Figure 1 and illustrated below in Figure 8).
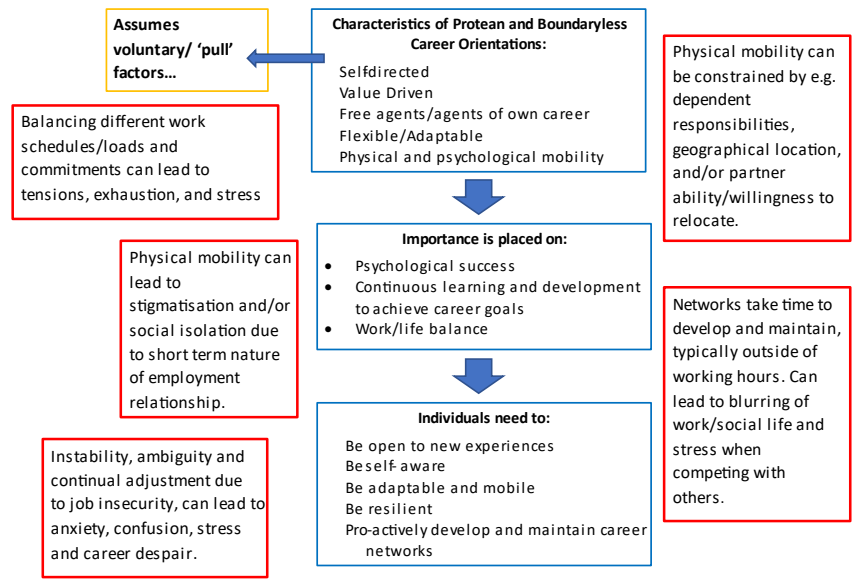
Figure 7: A summary of the protean and boundaryless careers highlighting some of the negative aspects associated with these concepts.
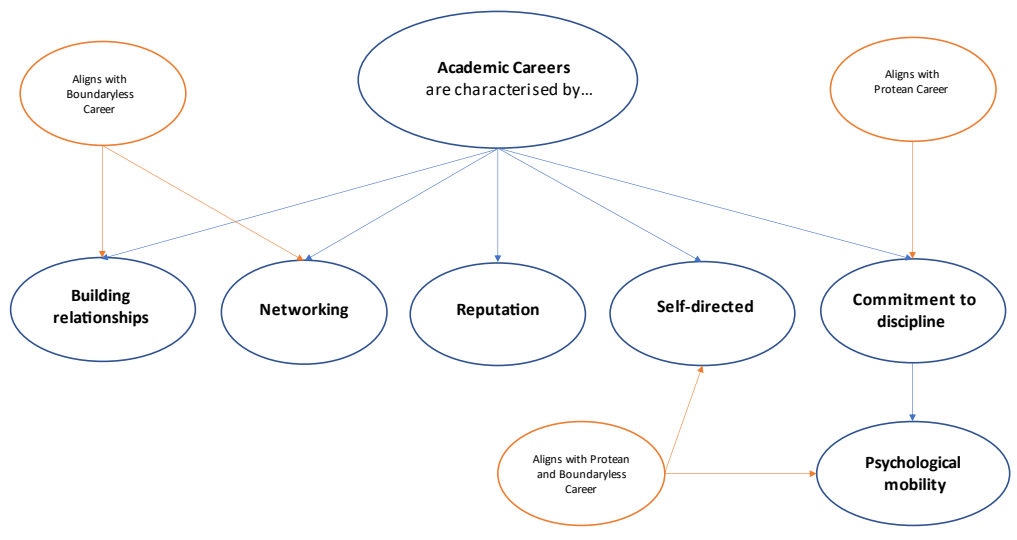
Figure 8: An illustration showing how perceived academic career aligns with protean and boundaryless career concepts (based on Kaulisch and Enders (2005) view of the academic career).

However, a protean or boundaryless career orientation does not adequately explain the career approach for those academics for whom factors influencing multiple job holding are involuntary, or a combination of voluntary and involuntary. Many of whom are employed

on teaching only contracts and find themselves engaged on multiple precarious employment contracts. This is summarised in Figure 9.
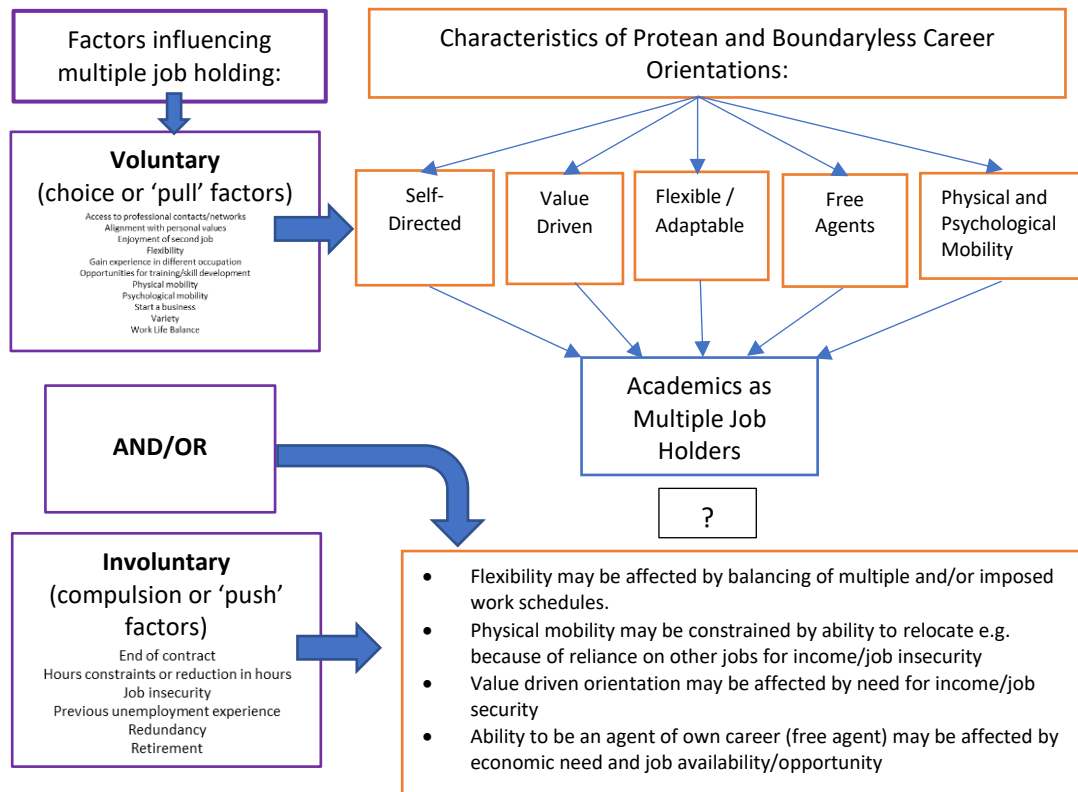
Figure 9: Academics as multiple job holders and the protean and boundaryless career orientations.

Therefore, in the present study, whilst using the protean and boundaryless career concepts as the lens through which to examine participant's work experiences of multiple job holding, the potential negative aspects associated with these concepts are recognised. The discussion chapter (chapter six) of this thesis draws upon these aspects in the synthesis of the findings presented in chapters four and five. The present study therefore contributes to current debates in relation to protean and boundaryless career theory, specifically in relation to academics and multiple job holders.

2.3 Work attitudes: job satisfaction and organisational commitment

The final objective of the present study is to examine how work attitudes of job satisfaction and organisational commitment may be influenced by work experiences of multiple job holding. The precursors (antecedents) of these work attitudes resonate with some of the characteristics of protean and boundaryless career orientation including values (personal and organisational), economic (job opportunities and availability), and flexibility (in, for

example, work schedules).   Therefore, the following sections of this chapter discuss the conceptual underpinning for job satisfaction and organisational commitment, with reference to factors influencing multiple job holding and contemporary career theory in sections 2.3.6 and 2.3.7 respectively.

Research has shown that job satisfaction and organisational commitment are influenced by the psychological contract and perceived organisational support. As the psychological contract and perceived organisational support are based on the theory of social exchange, these two concepts and the theory of social exchange are briefly explored (sections 2.3.3, 2.3.4 and 2.3.5). Job satisfaction and organisational commitment are then discussed in relation to factors influencing multiple job holding, work status, protean and boundaryless career orientations as noted above.

Whilst there is no one definition of job satisfaction, it is commonly described as an evaluative judgement made by an employee based on their attitude and feelings about their job (Zhang *et al*., 2019). As such it is an 'evaluation of an emotional state' and a 'combination of what an employee feels (affect) about his/her job and what he/she thinks (cognition) about the various aspects of his/her job' (Rayton and Yalabik, 2014:2386).

Organisational commitment is defined as the individual's loyalty to their employing organisation (Slattery *et al*., 2010). It encompasses an individual's psychological attachment to the organisation, their perception of the costs associated with leaving the organisation and their sense of obligation to the organisation (Allen and Meyer, 1990).

There has been considerable research conducted on the relationship between job satisfaction, organisational commitment, and job performance (Enache *et al.,* 2013), and customer satisfaction and organisational citizenship behaviours (Slattery *et al*., 2010) in a variety of occupational settings. Studies have found a relationship between higher job satisfaction, organisational commitment and job performance exists (for example, Ng *et al*., 2006; Wittmer and Martin, 2011; Thorensteinson, 2013; Wilkin, 2013; Rayton and Yalabik, 2014; Sturman and Walsh, 2014). This has led to the promotion of commitment to the organisation as being important to the organisation in achieving a competitive edge (Enache *et al*., 2013; Zhang *et al*., 2019).

Emotional attachment to the organisation is generally assumed to also have benefits for employees in terms of fulfilment, health, and mood (Cioca *et al*., 2021). However, Cioca *et al*. (2021:1) assert that 'although this assumption makes sense from a managerial perspective, it is yet unsupported (or contradicted) by scientific evidence.' Indeed, for

employees who have not chosen, and do not wish for, a non-standard employment contract it has been noted that there are consequences for individual well-being, work attitudes and behaviours (De Cuyper *et al*., 2008; De Cuyper *et al*., 2018).

Therefore, in relation to the present study, the use of non-standard contracts which can be of a temporary and/or short-term nature may have consequences for individual well-being and behaviours *and* may also reduce rather than promote emotional commitment to the higher education institution(s) in which the academics are employed. Consequently, it is important to consider not only factors which have resulted in multiple job holding but also the use of non-standard employment contracts in exploring influences on work attitudes amongst academic multiple job holders.

Many studies examining the relationship and/or comparing the relationship between work attitudes, and work behaviours and performance have adopted a positivist epistemological stance using a quantitative strategy, measuring these attitudes using scales such as those identified in Table 2. However, this study adopts a qualitative methodology in exploring these work attitudes. The rationale for this approach is explained in chapter three (Research Methodology).

Table 2: Examples of scales used in the measurement of job satisfaction and organisational commitment

Job Satisfaction	• Job Diagnostic Survey	• From Hackman and Oldham (1975)
	• Three item scale of Job Satisfaction	• Developed by Price and Meuller (1981)
	• Three item global measure of Job Satisfaction	• Developed by Cammann *et al*., (1983)
	• Three Item Job Satisfaction scale	• Adapted from Kim *et al*., (1996)
Organisational Commitment	• Organisational Commitment Questionnaire	• Created by Mowday *et al*., (1979)
	• Three item scale from Organisational Commitment	• Developed by Martin and Peterson (1987).
	• Five item scale of Career Satisfaction	• Created by Greenhaus *et al*., (1990).
	• Affective Commitment, Continuance Commitment and Normative Commitment	• created and used by Allen and Meyer (1990, 1991, 1996)
	• Professional Commitment	• Created by Meyer *et al*., (1993).
	• Levels of Organisation Commitment	• Created by Marsden *et al*., (1993)

The following section provides an overview of the concepts of job satisfaction and organisational commitment, and their antecedents, examined in existing research.

2.3.1 Job satisfaction

An association between job satisfaction, and performance and turnover has been identified, where high job satisfaction has been found to be consistent with positive organisational behaviour and performance outcomes (Wilkin, 2013; Zhang *et al*., 2019). In a context of increasing competition and importance of business measures of performance (such as university rankings), it is therefore argued that it is 'imperative' for higher education institutions to have an 'academic workforce who are confident in their academic activities (particularly research and teaching activities) and who are satisfied with and remain attached to the university' (Zhang *et al*., 2019:1432).

Crede *et al*., (2007) contend that job satisfaction is not only influenced by internal factors such as personal disposition and external factors such as job characteristics, but by, for example, prevailing economic conditions and availability of job opportunities. They suggest that when job opportunities are scarce, and therefore comparison and evaluation of the current job against potential alternative employment is limited, job satisfaction is higher. They found that job satisfaction acts as a mediator between actual (and perceived) work conditions, and behaviours. Figure 10 identifies the antecedents of job satisfaction found in organisational behaviour literature and illustrates the mediating role of job satisfaction on workplace behaviours.

In addition to the antecedents identified in Figure 10, research in a variety of industry settings has found job insecurity reduces job satisfaction (Shoss, 2017). Whilst there are various definitions of job insecurity within the literature, most relate to the perceived threat to, or concern regarding, continued employment in the future (for example, De Witte, 1999; Lastad *et al*., 2016). Therefore, it could be argued that casual contracts of employment may influence job satisfaction of academic role for multiple job holders employed on these types of contracts.

| Antecedents of Job Satisfaction | | Consequences of Job Satisfaction |

Economic Factors
e.g. job opportunities

Job Characteristics
(skill, variety, task significance, task identification, autonomy, feedback)

Job Satisfaction

Workplace Events*
e.g. social inclusion, development opportunities = positive experiences

e.g. stressful events, favouritism, discrimination = negative experiences

Personal Disposition

Workplace Behaviours

High job satisfaction = positive organisational behaviour and job performance

Low job satisfaction = Counterproductive Workplace Behaviour (CWB) – quality of work, misuse of time and Job Withdrawal – absenteeism, lateness

Figure 10: Antecedents and consequences of job satisfaction (based on Crede *et al*., 2007).

*Workplace events are seen to affect Perceived Organisational Support (POS) which is discussed further in section 2.3.5.

Despite changes in employment contracts and employment relationships, the decrease in job security, and an increase in movement across organisations (physical mobility), it is claimed the concept of job satisfaction remains valid (Gratton and Ghosal, 2003; Enache *et al*., 2013). Indeed, it is argued that individuals with a protean career orientation seek jobs that provide them with high levels of job satisfaction (Hall and Las Heras, 2010; Baruch *et al*., 2016), with results from some research showing protean careers are *positively* related to work satisfaction (for example, Herrman *et al*., 2015; Baruch *et al*., 2016).

In a climate of increasing use of non-standard employment contracts in response to market and economic changes within higher education, this study explores perceptions and work experiences of academics with multiple jobs, and how this may influence job satisfaction.

2.3.2 Organisational commitment

Organisational commitment has been defined as an employee's loyalty towards an organisation (Slattery *et al*., 2010). Different conceptualisation, measures and scales of

organisational commitment exist within the literature (for example, Kanter, 1968; Mowday *et al.,* 1979; and Allen and Meyer, 1990). Despite these differences in conceptualisation, three common themes exist which Allen and Meyer (1990) labelled as three distinguishable components. Allen and Meyer (1990) suggest that different antecedents affect the strength of commitment across these components. The three components of organisational commitment are illustrated in Figure 11. Although developed over thirty years ago, this three-component model of organisational commitment, continues to be used in contemporary research (van Rossenberg *et al*., 2018; Cioca *et al*., 2021). Albeit that it is recognised that with the increase in non-standard contracts of employment the construct needs updating (van Rossenberg *et al*., 2018).

Antecedents	Personal Characteristics Job Characteristics Work experience Structural Characteristics	Investment made by individual in the organisation (size/volume) Perceived lack of alternatives (employment)	Expectations prior to and post entry to the organisation in relation to organisational loyalty (e.g. preconceived ideas of organisational loyalty/expectations of loyalty by the organisation)
Components of Commitment	**Affective Commitment** *[Identification, with, involvement in, and enjoyment of membership of, the organisation].*	**Continuance Commitment** *[Costs associated with staying/leaving the organisation].*	**Normative Commitment** *[Beliefs relating to individual responsibility to the organisation]*

Figure 11: Three-component conceptualisation of organisational commitment and their antecedents (adapted from: Allen and Meyer, 1990).

Affective commitment is defined as an individuals' psychological attachment to the organisation and is influenced by the extent to which personal values and objectives align with those of the organisation (Wang *et al.,* 2014). It is related to how much the individual 'wants' to stay with an organisation (Allen and Meyer, 1990). Affective commitment has been found to be influenced by job challenge, autonomy and mobility, role clarity, peer cohesion and social involvement, organisational dependability, and the extent to which employees are treated equitably and feel that they are important to the organisation (Allen and Meyer, 1990; Meyer *et al*., 2002). Equitable and fair treatment is associated with the concept of perceived organisational support, and therefore the concept of employee engagement (Cioca *et al*., 2021). Perceived organisational support includes type of work contract, work schedule, and training and development opportunities and is explored in more detail in section 2.3.5.

Social support, leadership, and empowerment are also said to be antecedents of affective commitment (Cioca *et al*., 2021). Affective commitment has been found to be related to job satisfaction and has been positively linked to discretionary behaviours which benefit the organisation (Meyer *et al*., 2013; Truss *et al*., 2014; Cioca *et al*., 2021). The concept of discretionary effort refers to effort or performance exceeding that which is contractually required (Banfield and Kay, 2018). Multiple job holding as a portfolio approach to work has been associated with the ability for individuals to exercise greater control over discretionary effort, often attributed to being less dependent upon one employer (ibid). According to Sharafizard and Redmond (2019) qualitative research that explores factors associated with discretionary effort within the higher education sector is limited.

Continuance commitment is associated with the cost to the individual in staying with or leaving their employing organisation and relates to the *need* for an individual to remain in an organisation (Allen and Meyer, 1990). It is influenced by the factors such as the amount of investment an individual has made in the organisation, the availability of alternative employment and the need to relocate should they leave the organisation.

Normative commitment relates to an individual's feeling of responsibility to the organisation and is affected by the extent to which an individual feels they *ought* to be loyal to the organisation (Allen and Meyer, 1990). Allen and Meyer (1990) found that whilst continuance commitment was independent of the other two components, some overlap existed between affective and normative commitment.

In more recent years, due to changing economic conditions and employment contracts, commitment theory has become more complex to include multiple foci, with research centred on affective commitment (Meyer *et al*., 2013; van Rosenberg *et al*., 2018). Studies have shown that employees can be simultaneously committed to their occupation, union, management, line managers and their work colleagues (Lee *et al.,* 2000; Meyer *et al*., 2013). However, because of the short-term nature of the relationship, it has been suggested that permanent employees are sometimes reluctant to help and include non-permanent employees, avoiding informal social relationships, leading to them being excluded from organisational social activities (Laplame *et al*., 2009).

This exclusion resonates with the issue of stigmatisation highlighted in section 2.2.4.2. Social exclusion and isolation results in non-permanent employees feeling less committed to the organisation. As such, Lapalme *et al*., (2009) emphasise the need to provide and ensure that permanent employees understand the importance of, a supportive

environment for individuals on non-standard employment contracts. Despite this, studies tend not to differentiate between commitment to the occupation, management, line managers, colleagues and the organisation, and their impact on work performance (Veurink and Fischer, 2000).

Although few studies have investigated the effect of work status and career orientation on work attitudes, a relationship has been identified (Guest *et al*., 2006). The use of non-standard employment contracts such as temporary (hourly paid) or fixed term in higher education institutions would therefore appear to have implications for commitment, and job performance and behaviours. As employees are said to have a desire to be part of, and identify with, their employing organisation and work setting (Guest, 1998), individuals with these types of employment contract are less likely to internalise the organisations values, which can affect commitment and lead to lower productivity (Lapalme *et al*., 2009). Commitment to supervisors and/or the team may be influenced by a perception of fair treatment and a sense of belonging. The use of short-term or non-permanent contracts may result in transitory relationship with colleagues and line managers thereby potentially reducing affective commitment. In addition, the use of these non-standard contracts, may influence the amount of investment (and therefore discretionary effort) the individual makes in the organisation and reduce feelings of obligation to the organisation where there is a lack of perceived organisational support.

2.3.2.1 Theory used to explain relationship between antecedents and components of organisational commitment

A variety of theories have been used to explain the relationship between the different antecedents and components of organisational commitment. Theories include social identity theory (for example, Slattery *et al*., 2010); social comparison theory (for example, De Cuyper *et al*., 2008; Wilkin, 2013; Marescaux *et al*., 2013); partial inclusion theory (for example, Wittmer and Martin, 2011) and regulatory focus theory (for example, Enache *et al*., 2013). However, social exchange theory (SET) is assumed to be the underlying motivational mechanism by many authors (Cioca *et al*., 2021). Social exchange theory has been applied in various studies (for example, Liden *et al*., 2003; Dulac *et al*., 2008; De Cuyper *et al*., 2008; Slattery *et al*.,2010). Equally, the psychological contract is also frequently identified as the lens through which to examine these relationships (for example, Persson and Wasieleski, 2015). The psychological contract and social exchange theory are discussed in section 2.3.3 and 2.3.4 respectively.

A changing workforce and increasing economic instability have not only prompted arguments that the concept of organisational commitment is becoming more complex to include multiple foci, but also arguments that it is being replaced by other forms of commitment, such as occupational or professional commitment, as employees redefine their lives within and beyond the organisation (Meyer *et al.,* 2013).   Given the nature of the protean and boundaryless career orientations, with their emphasis on careers that are self-directed and mobile, and career decisions driven by personal values, the general assumption is that these orientations are linked to work satisfaction and commitment to their *profession* rather than their employing organisation(s).

2.3.2.2 Professional and occupational commitment

Professional or occupational commitment has been defined as the 'psychological connection between an individual and [their] profession, based on affective reaction of the individual towards this profession' (Lee *et al.*, 2000:800). The terms 'occupational', 'professional' and 'career' commitment have been used interchangeably in research and commitment literature (Meyer *et al.*, 1993; Lee *et al.*, 2000; Chang *et al.*, 2007; Ullah Jan and Ahmad, 2020). For the purposes of this thesis, they are considered as the same construct, and the term professional commitment is adopted for this study.

Research by Meyer *et al.*, (1993) found a positive correlation between organisational and professional commitment, where affective commitment to the profession referred to the desire to stay within the role rather than the organisation. Since then, interest in the concept of professional commitment has increased, with commitment considered to be a psychological attachment to a profession rather than the organisation (Lee *et al.*, 2000; Guerreiro Figuera *et al.*, 2015). Despite this, research by Grimland *et al.,* (2012) exploring protean career attitudes as an antecedent of organisational commitment found that organisational commitment remains a useful and important construct.

Research (for example, Meyer *et al.*, 1993; Chang *et al.*, 2007; Jones and McIntosh, 2010) has demonstrated that professional commitment can be encompassed within the three-component model of organisational commitment developed by Allen and Meyer (1990) as illustrated below.

Table 3: The three components of professional commitment (adapted from Dorenkamp and Ruhle, 2019).

Three components of professional commitment	
Affective commitment	Emotional attachment to the profession
Continuance commitment	Perceived costs associated with leaving the profession
Normative commitment	Sense of obligation to the profession

Although organisational and professional commitment are considered as two independent but complementary constructs, in some professions, including that of academics, commitment to the profession is considered more important to the individual than (affective) commitment to the organisation (Meyer *et al.,* 1993; Parker and Jary, 1995; Dorenkamp and Ruhle, 2019). Furthermore, Sheikh and Aghaz (2018) claim this professional commitment extends to commitment to peers within the profession.

The incompatibility that exists between standards and values of the organisation and the profession are cited as possible explanations for this difference. This is supported by research conducted by Guerreiro Figuera *et al*., (2015) which, consistent with other studies, found that academics are more committed to their profession, than their employing organisation. Despite individuals in many professions, including academia, being able to practise their profession in different organisations throughout their careers, it has been established that organisational and professional commitment are not mutually exclusive (Meyer *et al*., 2013; Sheikh and Aghaz, 2018; Valeau *et al*, 2021).

Meyer *et al*., (2013) suggest that commitment to the organisation and profession can occur when, for example, the values of the organisation align with personal and professional values. They claim research has shown that professional commitment can act as an antecedent to organisational commitment.

Despite the assumption that individuals with a protean or boundaryless career orientation are more committed to their *profession* rather than their employing organisation(s), findings from research are inconclusive (Redondo *et al*., 2019). Whilst some researchers claim that it is logical to assume that these individuals may be *less committed* to their *organisations* (for example, Bravo *et al*., 2017), other research has also concluded that *no relationship* between a protean career, work satisfaction and professional commitment

exists (for example, Briscoe and Finkelstein, 2009). More recently, a quantitative research study by Dorenkamp and Ruhle (2019) involving academics employed in German universities found that the academics identify with, and are committed to their academic values, rather than the organisation(s) in which they are employed.

In the context of academics within higher education, specifically those individuals with non-standard employment contracts, the strength of an individual's commitment to the organisation, line managers and colleagues across the three different components of organisational commitment may be influenced by several factors. These factors include, for example, the short-term nature of the employment contract (fixed term, semester only, hourly paid), the potential for further work with the higher education institution and/or alternative work available, the expectation of loyalty by the organisation and fair treatment for those employed on these types of contracts. In view of the higher education institutions' reliance on measures such student satisfaction with quality of teaching for enhancing reputation and position in the university rankings, employee commitment to these institutions, the strategic goals, and objectives would seem desirable.

2.3.2.3 Job satisfaction, organisational and professional commitment: studies in academia

This section highlights two studies conducted with academics in universities in Germany and Australia respectively which are of specific interest to the present study. Whilst one study claims high job satisfaction is due to emotional attachment to the academic *profession*. The other study concludes that working conditions influence job satisfaction *and* commitment to the employing *organisation*. These studies are therefore useful in considering how working conditions and experiences may influence academic multiple job holder's work attitudes.

In the recent quantitative study of work-life conflict, job satisfaction and professional commitment of German academics, including those on permanent and temporary contracts, Dorenkamp and Ruhle (2019) found a high work-to-life conflict exists. This, they attribute to the 'nature of academic work, which is demanding but also allows for a high degree of autonomy at the individual level, resulting in a continuous struggle to draw a line between work and private-life responsibilities' (Dorenkamp and Ruhle, 2019:72). However, they also found a high level of job satisfaction exists which they suggest may be due to their commitment to the academic profession, claiming that emotional attachment to the profession has a positive influence on their assessment of their working conditions.

In an earlier quantitative study of the academic work environment in Australian universities, Winter and Sarros (2002) found that academics' perceptions of their work environment significantly affected their job satisfaction. They found that clarity of role, challenging work, supportive leadership, and the ability to influence decision making increased job satisfaction. Conversely, unclear role and work overload, repeated tasks, little support and consideration and a lack of participation in decision making processes reduces job satisfaction (Winter and Sarros, 2002).

Winter and Sarros (2002) also refer to a breach in the psychological contract in relation to a perceived lack of organisational support (increasing workloads and decreasing resources) highlighting a misalignment between recognition of the value of their work and reward. Their findings show that academics in teaching only roles expressed lower job satisfaction and organisational commitment than their professorial colleagues. They conclude that position in the university, role workload, task challenge and leadership style of line management influences job satisfaction and commitment. It is noted that the participants in this study are full-time academics. As many academic multiple job holders are employed on teaching only, non-standard contracts, the type of employment contract may, based on the literature explored previously in this chapter, have implications for their work experience, and therefore perceptions of the psychological contract, job satisfaction and organisational commitment.

2.3.3 Work attitudes and the psychological contract

The psychological contract is an individual's understanding or belief as to the mutual obligations between employer and employee – outside of the formal written contract of employment (Rousseau, 1995; Baruch *et al*., 2016). Three types of psychological contract are said to exist: the transactional, the balanced or hybrid and the relational. The transactional contract is based on *economic exchange*, in that monetary rewards are provided by the employer in exchange for employee performance (Baruch *et al.,* 2016; Garcia *et al.,* 2021). It is therefore assumed to be short term in nature and there is little individual involvement in the workplace. It could be argued that this type of psychological contract aligns with individuals employed on casual contracts, given the transitory nature of the employment relationship.

The relational contract is long term in nature, and therefore more aligned to permanent employment contracts. It is based on *social exchange,* where trust and reciprocity and a sense of a shared future between employer and employee exists. Accordingly, the

individual is committed to the organisation (Garcia *et al.,* 2021). The use of casual contracts would therefore seem to preclude this type of psychological contract on the basis, for example, there is no shared sense of future which may limit attachment and commitment to the organisation. Indeed, Baruch *et al.,* (2016) claim that in a climate of increasing job insecurity, the relational aspects of the psychological contract are fundamentally non-existent.

A protean or boundaryless career which is characterised as being physically and psychologically mobile and one in which it is claimed commitment lies with an individual's profession rather than the employing organisation, would also therefore seem to conflict with this type of psychological contract. Suplei and Creed (2016) suggest that, for individuals with a protean career orientation, connections with the employing organisation(s) are likely to be transactional rather than relational.

The more recent addition of the balanced or hybrid contract reflects a more open-ended employment relationship where the employee is expected to contribute organisational goals thereby ensuring organisational success (Lo Presti *et al.,* 2019). In exchange the organisation provides financial rewards and opportunities for individual growth and development (ibid). Whilst not fully aligning with the protean and boundaryless career, this type of psychological contract would appear to complement the protean orientation for continuous learning and growth, and the suggestion that individuals with boundaryless career orientations work collaboratively to ensure the organisations survival.

As the relational and the balanced or hybrid psychological contract are based on social exchange, it is claimed that these types of psychological contract are influenced by an individual's perception of organisational support (Garcia *et al.,* 2021). The three types of psychological contract are illustrated in Figure 12.
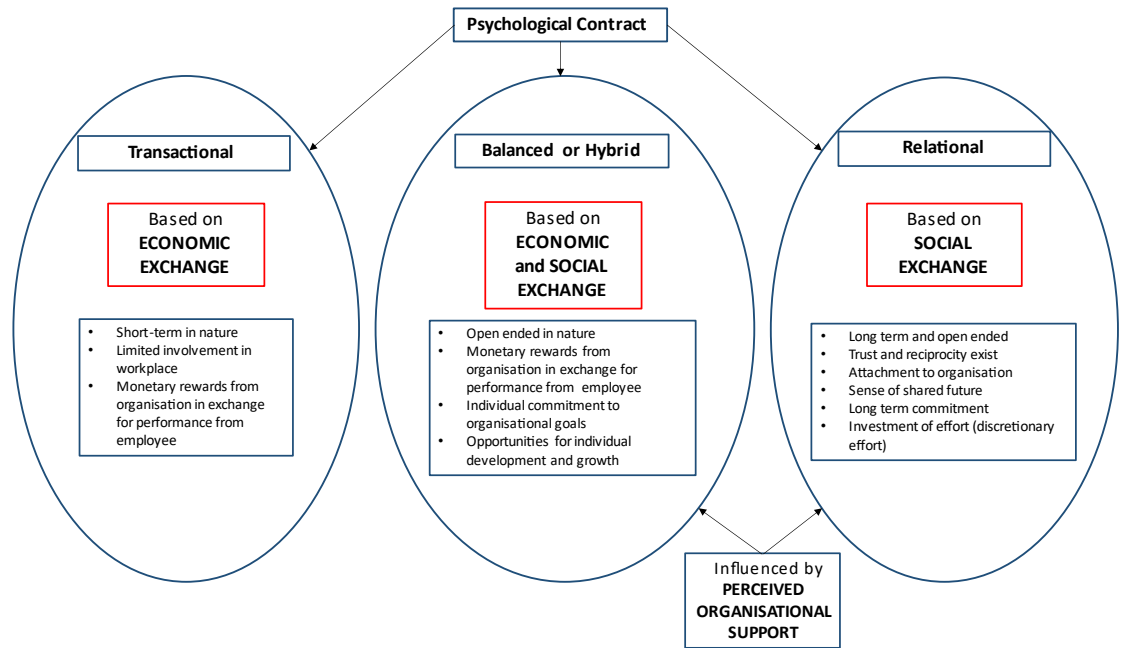
Figure 12: The three types of psychological contract (adapted from Rousseau, 1995; Lo Presti *et al.,* 2019; Garcia *et al.,* 2021).

The psychological contract has frequently been used to help explain how an individual engages with an organisation and is useful in understanding workplace relationships (Coyle-Shapiro and Kessler, 2002). Persson and Wasieleski (2015) comment that research which seeks to promote a positive psychological contract tends to focus on aspects of the employment relationship which can be controlled. However, they suggest that many of the factors that influence individual perception of this relationship cannot be controlled by the employer. They add that the evolving nature of the psychological contract in response to changes in employment contracts means that this relationship needs further clarification.

A brief overview of social exchange theory is presented in the next section. This is followed by a more detailed discussion of perceived organisational support.

2.3.4 Work attitudes and social exchange theory (SET)

Originally conceived by Blau (1964), social exchange theory (SET) is a broad conceptual paradigm, commonly applied in a variety of disciplines, including management and psychology. It offers a perspective in explaining how, for example, organisational policy and practices can influence work attitudes and behaviours (Cropanzo and Mitchell, 2005; Cropanzo *et al*., 2017). However, the theory has been criticised for assuming the way in which the relationship between the employee and the employing organisation can be generalised and applied in all work contexts (van Rossenberg *et al*., 2018). Although social

exchange theory was also developed at a time when individuals were typically employed in one organisation, on permanent contracts, it remains a predominant theory used to understand commitment (ibid).

Social exchange theory argues that when interactions with the employing organisation are perceived as positive by the employee, and a trust-based relationship can develop, this leads to an exchange of resources such as knowledge, skills, and support (Brunetto *et al.*, 2014). Although there are several conceptual models associated with social exchange theory, many of the models share common features and posit that this exchange of resources is based on the reciprocity norm (Cropanzo *et al.*, 2017; Wietrak *et al.*, 2021). The norm of reciprocity 'requires that if others have been fulfilling their status duties to you, you in turn have an additional or second- order obligation (repayment) to fulfil your status duties to them' (Gouldner, 1960:176). On this basis, it is believed that trusting and mutually benefical relationships will develop *over time* (Cropanzo and Mitchell, 2005).

This suggests that those employed on contracts such as fixed term and casual contracts of employment may not have time to develop these trusting and mutually fulfilling relationships, with possible implications for the psychological contract, job satisfaction and organisational commitment. Moreover, perceptions of job insecurity and uncertainty as to whether current contracts may be renewed in the future may also influence the exchange process. This is because, according to exchange theory, individuals ascribe the treatment they receive from others as a reflection of the concern for their well-being (Gouldner, 1960). This also applies to treatment received from their employing organisation. Therefore a psychological attachment to the employing organisation is more likely to be engendered by receiving favourable treatment from the employing organisation (Cioca *et al.*, 2021; Wietrak *et al.*, 2021). As illustrated in Figure 12, psychological attachment based on social exchange is influenced by perceived organisational support.

A protean or boundaryless career orientation would suggest that individuals are more committed to their profession than to the organisation and are therefore more likely to change employer (Brauch *et al.*, 2016). However, as highlighted in section 2.3.2.2, professional and organisational commitment are not mutually exclusive and therefore perceived organisational support, based on social exchange, has relevance for this study.

2.3.5 Work attitudes and perceived organisational support (POS)

Perceived Organisational Support (POS) is considered an antecedent of employee engagement (Saks, 2006). Employee engagement is defined as a 'two-way relationship

between the individual and the organisation… [and] is therefore not an attitude' Saks (2006:602). Although employee engagement is outside the scope of the present study, it is mentioned here briefly as there is some overlap of antecedents to work attitudes of job satisfaction and organisational commitment and employee engagement. Figure 13 illustrates the antecedents and consequences of employee engagement in which perceived organisational support is identified as an antecedent to positive outcomes in terms of job satisfaction, organisational commitment, and performance (Eisenberger *et al.,* 2001). This aligns with the workplace events and structural characteristics also considered as antecedents to job satisfaction and organisational commitment models described in 2.3.1 and 2.3.2 and illustrated in Figures 10 and 11.

Figure 13: Antecedents and consequences of employee engagement (adapted from Saks, 2006).

Like social exchange theory, perceived organisational support (POS) is based on the reciprocity norm (Rhoades and Eisenberger, 2002). In organisational behaviour terms, this would imply that if an organisation cares about the welfare of the individual, the individual is obliged to care about the welfare of the organisation.

Therefore a perception of organisational support, including fair treatment, favourable reward and employment conditions, particularly when afforded *voluntarily* by organisations rather than because of legislation and regulation, increases an individual's obligation to support the organisation in the achievement of it's goals and objectives (Rhoades and Eisenberger, 2002). Human resource practices that are perceived to supportive of the individual have therefore been identified as important antecedents to organisational commitment (Guest, 1998; Coyle-Shapiro and Kessler, 2009).

Research conducted by Sturman and Walsh (2014), which examined workhours fit and work attitudes, found that where organisations offer work schedules that align with employee

preferences, perceived organisational support is increased and commitment to the organisation is strengthened. This finding may be explained by career orientations in which a balance between work and non-work life is desired (Ng *et al*., 2006). Satisfaction with work scheduling was also found to have a positive impact on organisational commitment and job satisfaction amongst part-time employees in research conducted within the retail sector by Wittmer and Martin (2011). It is important to note that Wittmer and Martin (2011) suggest that attitudes and work schedule preferences may differ across business sectors and recommend further research is conducted in other sectors. However, their findings do suggest that for academic multiple job holders seeking to balance several work schedules within a single or across different organisations, institutional consideration and support in scheduling work that reduces conflicts could increase job satisfaction and commitment.

In addition, as agents of the organisation, fair treatment by, and support from, line managers or supervisors together with line manager recognition of individual contribution should also enhance perceived organisational support (Rhoades and Eisenberger, 2002). In the same way, socio-emotional support from colleagues should enhance perceptions of organisational support. Socio-emotional support from colleagues and perceived justice (fair treatment) is of specific interest in relation to employees on non-standard contracts as it has been determined as being influential in relation to their commitment to the organisation (Connelly and Gallagher, 2004). The consequences of positive perceived organisational support, based on the norm of reciprocity, are illustrated in Figure 14.

Various studies (for example, Eisenberger *et al*., 1997; Eisenberger *et al*., 2019) have found that perceived organisational support contributes to a sense of belonging to the organisation and is related to affective and continuance organisational commitment. This sense of belonging contributes to a sense of purpose and increases job satisfaction (Rhoades and Eisenberger, 2002). However, in their meta- analysis of the antecedents and consequences of perceived organisational support, Rhoades and Eisenberger (2002) found that whilst job security and autonomy increases perception of organisational support, issues such as work overload and limited access to training reduces this perception. Therefore, it could be argued that job *insecurity* may have implications for academic multiple job holders who are engaged on non-standard contracts such as fixed term and hourly paid contracts.

Perceived Organisational Support is:
- Perception of fair treatment from organisation and includes;
  - Fairness (including procedural justice*)
  - Recognition and fair reward
  - Favourable job conditions
- Perception of fair treatment by supervisor (as agent of organisation) and includes;
  - Supervisor support
  - Recognition of the value of individual's contribution (indicates cares about individual well-being

Based on reciprocity norm, leads to:

- Obligation to care about organisation and help achieve goals
- A sense of belonging, purpose and meaning for individual (who incorporates organisational membership and role status into social identity)
- Increased performance, a result of recognition and fair reward

Consequences of POS

- Increased **job satisfaction** and positive mood (employee benefit)
- Increased **affective and continuance commitment**, and performance (organisational benefit)
- Reduced turn over (organisational benefit)

* Fairness re: distribution of resources as indicates concern for employee welfare

Figure 14: The consequences of a positive perceived organisational support (POS), based on the norm of reciprocity (adapted from Rhoades and Eisenberger, 2002).

2.3.6 Work attitudes, factors influencing multiple job holding and work status

Despite increasing interest in non-standard employment contracts there has been limited focus in research on multiple job holders and work attitudes (Guest *et al*., 2006). Results from research which has investigated the effects of work status, to include full-time and part-time working, on work attitudes and behaviours has been inconsistent (Cho and Johansson, 2008). In general, it is assumed that work status moderates the relationship between work attitudes and behaviours (Coyle-Shapiro and Kessler, 2009; DeCuyper *et al*., 2018) and short-term employment contracts result in lower commitment to the organisation (De Cuyper *et al*., 2008).

Studies which have focused on employees with non-standard employment contracts and multiple job holders have also produced mixed results in terms of job satisfaction and organisational commitment (Connelly and Gallagher, 2004; Broschak *et al*., 2008). Some studies have identified that where actual work status aligns with preferred work status, higher job satisfaction exists but this is not consistent, and findings remain inconclusive (Thorensteinson, 2003). Broschak *et al*., (2008) suggest that the lack of theory in terms of distinctions between the diverse and different types of non-standard work arrangements is a contributory factor in these findings, and suggest that job characteristics such as security, flexibility and availability development opportunities need to be taken into consideration.

In a study of pharmacists in the UK, Guest *et al.*, (2006) compared work attitudes of 'free' workers and those on traditional employment contracts. In this context a 'free' worker was considered an individual who self-manages their career, choosing the organisations they work for and employment contract(s) that align with their desire for work/life balance. A focus for their study was portfolio workers, that is, those individuals with multiple jobs. The researchers noted that whilst literature identifies greater autonomy as a benefit of this type of working, intensity of work, increased uncertainty and isolation are potential risks. They hypothesised that multiple job holders would therefore have lower job satisfaction and commitment in their main job than compared to individuals working in a single job. Two mediating factors were identified. The first being related to 'choice', (highlighted in section 2.1.1.2) that is, the extent to which the multiple job holder had voluntarily chosen these types of employment contracts. The second being work/life balance (values-related) orientation (identified in section 2.1.2). Job satisfaction and commitment amongst multiple job holders was found to be consistent with that for individuals in full-time, permanent employment. Findings also showed that levels of commitment were moderated by having a contract of choice, but a work/life balance orientation did not affect job satisfaction and commitment.

It is important to note that their research was conducted at a time of demand for pharmacists in the labour market, thereby giving individuals more choice and control in respect to types of employment contract. Although this research was conducted in a different sector to higher education, it provides useful insight for potential implications for organisational commitment where choice of employment contract is limited or non-existent. In higher education, institutions are seeking to reduce costs through rationalisation of the workforce and are placing an increasing emphasis on casualisation of employment contracts. These contracts are often the only type of employment contract available to some academic multiple job holders and therefore are not necessarily perceived as a choice.

A meta-analysis of studies examining levels of job satisfaction amongst different types of contingent workers (for example, temporary, agency, contract workers), conducted by Wilkin (2013:47) found mixed results. Wilkin cites studies which found that, when compared to permanent employees, job satisfaction for contingent workers is lower (for example, Tak and Lim, 2008), higher (for example, Guest *et al.*, 2006) or there is no difference (Guest *et al.,* 2006). In seeking to explain these different findings, Wilkin (2013:48) draws upon social comparison theory, citing a 'sense of deprivation' felt by these

workers in terms of outcomes received when compared with colleagues on standard work contracts. These outcomes include, for example, benefits such as training. In addition, as periphery workers, she suggests that they may not possess the same sense of belonging or feel as valued by the organisation as permanent (core) workers.

Wilkin (2013:60) surmises that job satisfaction is dependent upon type of employment contract and advocates further research which differentiates between this 'heterogeneous group of workers', exploring other work attitudes, to include commitment, and perceived organisational support. Where studies have been conducted within the higher education sector, results have indicated that non-standard teaching contracts can result in a transitionary relationship adversely affecting engagement with, and commitment to, the institution (Christensen, 2008).

An understanding of the antecedents to these work attitudes is important, as is an understanding of the relationship between protean and boundaryless career orientations and work attitudes (Briscoe and Finkelstein, 2009). Organisational values that offer a vision and self-direction, are considered to enhance affective and normative commitment for individuals with these career orientations and where organisations do not meet their needs, they are more likely to leave an organisation than they would the occupation (ibid). However, in a climate where a scarcity of alternative employment, particularly full-time employment, as exists in higher education currently, leaving an organisation voluntarily in pursuit of other employment may not be possible. Consequently, this and job insecurity may have implications for individual well-being as well as job satisfaction and commitment.

2.3.7 Work attitudes and protean and boundaryless career orientations

Despite some of the career literature indicating that individuals with protean and boundaryless career attitudes are less committed to their organisations, ambiguity remains (Övgü Çakmak-Otluoğlu, 2012). One study that identified a relationship between protean and boundaryless career attitudes and organisational commitment was conducted in Spain amongst professionals studying graduate and postgraduate programmes (Enache *et al.,* 2013). A self-directed approach to career management as suggested by a protean orientation was found to be positively related to affective commitment where it is perceived to support attainment of goals.

Whereas a negative relationship with affective and continuance commitment was found to exist for those with a boundaryless orientation, as a preference for psychological and physical mobility prevents emotional attachment and intention to stay with one

organisation. Enache *et al*., (2013:891) suggest these negative relationships findings may be explained as individuals with these career orientations consider organisations to be 'mere vehicles' for career advancement. They acknowledge, however, that affective commitment may be influenced by the extent to which individual and organisation values align, where there is greater alignment, a sense of belonging is higher. They conclude that future research which re-examines antecedents of affective commitment and those with a mobile career orientation is required.

Therefore, given these limited and contradictory findings, an objective of this study is to explore how work status influences work attitudes of job satisfaction and organisational/professional commitment) amongst academic multiple job holders in higher education.

2.3.8 Work attitudes and gender

In many industries, the majority of those on part-time contracts are women (Seong *et al*., 2012). Within the research on work attitudes, gender has been highlighted as a personal variable that has a moderating role on work attitudes, with differences in the way in which job satisfaction and organisational commitment is perceived.

Hakim (2000) suggests that women's life-style preferences influence their work attitudes and behaviours, that they are agents in their own lives with the freedom to make unconstrained choices regarding market and family work. However, Walters (2005:196) argues that this stance 'grossly over-emphasises notions of choice and underplays the structural constraints' that many women experience in trying to balance, for example, care for dependents with paid employment.

Walters (2005) suggests that women's orientations to work are not fixed and are more usefully considered as being on a continuum. Factors such as age, family situation, and job availability in the local area affect work orientation. Whilst she notes that work status is not a 'decisive factor' for the position on this continuum, she found that women consider the constraints placed on them when assessing their job satisfaction (Walters, 2005:211). This, she suggests, means that women are 'satisficing', rather than having genuine job satisfaction (Walters, 2005: 212). That is, because of these constraining factors women have lower expectations about their careers than men. She contends that women tend to compare their jobs against other women and other, worse jobs that they have held whilst men compare their jobs against those held by other men. Therefore, it has been suggested

that in situations where men and women experience the same work conditions, women are more likely to have higher job satisfaction (Ngo *et al.*, 2014).

It is recognised that employees have obligations outside of their work lives and as such wish (or need) to ensure they are compatible (Ng *et al.*, 2006). Amongst women, a higher level of perceived organisational support has been shown to increase job satisfaction than for men (Ngo *et al.*, 2014). Research has found that work/life balance preferences are diverse and multi-dimensional, therefore research exploring the relationship between work status and work attitudes, such as job satisfaction and organisational commitment should consider the moderating role of gender (Seong *et al.*, 2012).

2.3.9 Section summary: job satisfaction and organisational commitment

A relationship, through application of a quantitative research strategy, between higher job satisfaction, organisational commitment and job performance has been identified. Albeit results for the various types of employment status are inconsistent. Despite this, promoting commitment to the organisation is still seen as important for the organisation in achieving competitive edge. Job satisfaction and organisational commitment have been found to be affected by internal (personal values) and external (job characteristics) factors as well as economic conditions and job availability. Economic instability and a changing workplace have raised questions as to whether organisational commitment is being replaced by other forms of commitment as individuals redefine their lives both in and out of work. One such form is commitment to the profession and research has shown that, for some, including academics, commitment to the profession is more important than commitment to the organisation.

The psychological contract, based on social exchange, is concerned with mutual obligations between employer and employee and is therefore helpful in explaining how individuals engage with organisations. It is claimed a positive psychological contract in which trust exists between employer and employee, can increase job satisfaction and organisational commitment. However, whilst the psychological contract complements some characteristics of protean and boundaryless career orientations, the use of non-permanent employment contracts challenges some aspects of the psychological contract and work attitudes of job satisfaction and organisational commitment.

The psychological contract is influenced by perceived organisational support which has been found to have an influence on job satisfaction and organisational commitment. Positive perceptions of organisational, line manager and colleague support, job security and

autonomy are claimed to increase an individual's obligation to support the achievement of organisational goals and to increase an individual's sense of belonging. However, perceived unfair treatment and a lack of consideration in relation to, for example, work schedules and resources reduces perceptions of support, thereby reducing job satisfaction and commitment. Accordingly, job insecurity associated with the use of some non-standard contracts of employment may also therefore have implications for these work attitudes.

The freedom to choose the type of employment contract has been found to act as a moderator for wanting to stay (affective commitment) working in an organisation. Equally, however, a preference for psychological and physical mobility has also been found to prevent emotional attachment and intention to stay with any one organisation. Further research which re-examines antecedents of affective commitment and those with a mobile career orientation is therefore required. It has been identified that gender has a moderating role on work attitudes and that further research exploring the relationship between work status and work attitudes should consider this moderating role.

Given the rise in non-standard employment contracts and these contradictory findings, research which examines implications of these different work arrangements on work attitudes is important to theory and practice (Broschak *et al*., 2008). The present study therefore contributes to literature and research, and current debates in relation to work attitudes of employees engaged on non-standard work contracts, and those with multiple jobs, in both academia and the wider work context.

Figure 15 presents a summary of antecedents to job satisfaction and organisational and professional commitment identified in the literature discussed in this chapter.
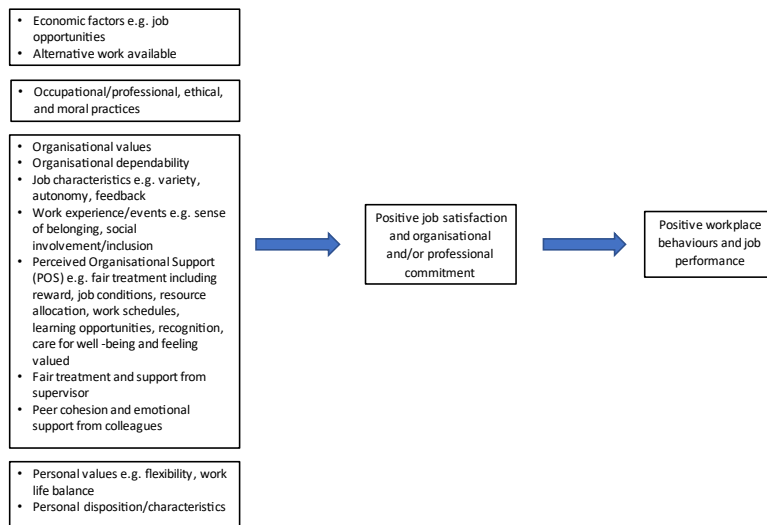
Figure 15: Summary of antecedents to job satisfaction and affective organisational commitment based on a review of literature.

2.4 Chapter summary

Early research suggests economic factors such as a constraint on hours, job security and previous unemployment experience are significant motivations for multiple job holding. Later research suggests that non-financial factors also exist such as access to training and opportunities to learn new experiences. However, this binary division of financial and non-financial factors is no longer considered adequate in explaining what may be multiple and overlapping push (compulsion) and pull (choice) factors. Indeed, recent research by Campion *et al.,* (2020) suggests push *and* pull factors exist, and that these factors can occur simultaneously, albeit that either push *or* pull factors pre-dominate.

In UK higher education, given the widespread use of casual contracts of employment, financial factors influencing multiple job holding remain particularly relevant. However, limited research exploring factors influencing multiple job holding within higher education exists. The present study therefore contributes to the existing body of literature and research in this area.

A distinction has been made between 'good' and 'bad' jobs in relation to non-standard work arrangements. The *primary* (good) being defined as the job providing the highest earnings or the highest number of hours worked. However, in the context of the academic multiple job holder, this definition may not adequately describe what is considered the

primary job. Therefore, participants in the present study were asked to identify and define which of their jobs they perceive to be the primary job.

The protean and boundaryless career concepts are often associated with academic careers and are used as the lens through which to explore the perceptions and work experiences of academic multiple job holders in the present study. Protean and boundaryless careers are self-directed, values driven and flexible. Individuals with a protean or boundaryless career, are free agents with physical and psychological mobility. They are self-aware, adaptable, and resilient. However, it is argued that adaptability is over-stated and that not all groups of employees have equal agency.

These concepts have also been criticised for not taking adequate account of external factors influencing career decisions, and it is this, together with other assumptions made within these concepts, which makes applying them to some job holders difficult. For many academic multiple job holders in UK higher education, where *involuntary* part-time work is on the increase, factors influencing multiple job holding may not align with career orientations associated with these career concepts. Therefore, whilst academic career orientation may be perceived as being self-directed and values driven, whether this fully accounts for academic multiple job holding is questionable and is explored in the present study.

Work attitudes of job satisfaction and organisational commitment have been found to be affected by internal and external factors as well as economic conditions and job availability, making this an interesting area for exploration in the context of academic multiple job holding within UK higher education institutions. However, whilst the concept of job satisfaction is considered to still be valid despite a changing workplace, organisational commitment is being replaced by other forms of commitment. For example, commitment to multiple foci and commitment to the profession. Despite this, promoting commitment to the organisation is still seen as important for organisations in the achievement of organisational goals.

Whilst the freedom to choose the type of employment contract is said to act as a moderator for wanting to stay (affective commitment) working in an organisation, a preference for psychological and physical mobility is said to prevent emotional attachment.

It is claimed that job satisfaction and organisational commitment increases when a relationship of trust exists between employer and employee. Trust is thought to develop over time. This presents challenges when contracts of employment are short term or temporary. Furthermore, perceived organisational support, including line manager and colleague support, together with job security, is claimed to increase job satisfaction and commitment. Consequently, issues of job insecurity and a perceived lack of support may have implications for these work attitudes. Therefore, this study explores how short term and temporary employment contracts, which can inhibit the development of a trust relationship between employer and employee, and perceptions of organisational support may influence job satisfaction and commitment to the employing institution(s).

The next chapter details the research methodology applied in this study, together with the rationale for the research design and the approach adopted. Data collection and analysis methods, with examples to illustrate the data collection and analysis process, are discussed.

3.0 Chapter Three – Research Methodology

The purpose of this chapter is to detail the research methodology applied in this study. Firstly, the aim, objectives and research questions are reiterated, after which the paradigmatic perspective which underpins this research is outlined and a critical discussion of the research design developed and applied in this study is provided. The data collection methods, including sampling strategy, are then explained in detail with rationale for approaches adopted. Data analysis techniques employed in the study are examined. Ethical considerations are presented, and the chapter concludes with a personal reflection.

3.1 Introduction

The methodological approach adopted for this research is designed to address the aim of this study which is to explore the perceptions and work experiences of multiple job holding academics working in UK higher education. For the purposes of this study, multiple job holders are defined as individuals holding two or more jobs at the same time. A further criterion for this study is that one of the jobs needs to be as an academic working in a UK higher education institution. The study seeks to answer the following research questions:

1. What do multiple job holding academics working in UK higher education institutions identify as the factors influencing multiple job holding?
    i. What are these academic multiple job holders seeking to achieve through multiple job holding?
2. What are their perceptions and work experiences of multiple job holding?
    i. How does multiple job holding provide what they are seeking to achieve?
3. How do they describe their job satisfaction and commitment to their organisations(s)?
    i. How might factors leading to, and the experiences of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

To achieve this, the objectives of this study are to:

a) Capture what multiple job holding academics working in UK higher education institutions say are the factors influencing their multiple job holding.
b) Explore their perceptions and work experiences of multiple job holding.
c) Examine how their work attitudes of job satisfaction and organisational commitment may be influenced by their experiences of multiple job holding.

This study adopts a pragmatic perspective of 'engaged constructivism' (Easterby-Smith, *et al*., 2018:82) and an interpretivist epistemological stance; in which it is believed that reality is socially constructed and subjective, influenced by perception (Collis and Hussey, 2014).

The pragmatic perspective means that methodology and methods adopted are considered those most appropriate in addressing the research question. In the initial research design for this study a mixed methodology was planned, involving qualitative and quantitative analysis of qualitative data collated through interviews. The rationale being that a mixed methodology adds sensitivity to judgement when seeking to find and describe patterns in data (Bazeley, 2018).

However, the review of the literature for this study raised questions as to the adequacy of existing models and theories in relation to multiple job holding in terms of helping to *explain* factors influencing multiple job holding and commitment to the organisation. The initial research design was then reconsidered, and the mixed methodology discounted in favour of a qualitative methodology. The data collection process and data analysis further confirmed the appropriateness of a qualitative design, as it became apparent that the quantifying of the data would not assist in capturing the complexities of individual circumstances, their perceptions, and experiences. This revision of research design aligns with the pragmatic view that research is an *emergent* not a fixed process (Easterby-Smith, 2018). The final design adopted a qualitative methodology with semi- interviews as the research tool.

3.2 Paradigmatic perspectives

This section defines the terms research paradigm, and identifies the ontological, epistemological, and axiological stance of the researcher, and the methodology applied in the present study. The adoption of a pragmatist perspective and how this perspective influenced the research methodology and methods applied in the study is critically discussed.

3.2.1 Research paradigms: ontology, epistemology, axiology, and methodology

There are multiple different views as to what defines a paradigm (Mertens, 2012). In its' broadest sense, it has been classified as a 'worldview' which is concerned with the way in which the world is experienced and perceived (Morgan, 2007). Another view is that it is a shared belief system that influences the kind of knowledge being sought, and the way in which evidence is collected and interpreted (Morgan, 2007; Shannon-Baker, 2015). A

narrower definition, and one which is most widely used in social science research considers a paradigm to be the stance taken in relation to the nature of knowledge and knowing (Morgan, 2007).

3.2.1.1 Ontology

The nature of knowledge and knowing are captured in the concepts of ontology and epistemology. Ontology is concerned with the nature of social reality or being (Grix, 2002; Saunders *et al.,* 2018). Central to ontology is the question of whether social entities are objective entities. According to Bryman and Bell (2018), the opposing positions of *objectivism* and *constructivism* claim that social entities have a reality which exists externally to social actors (objectivism), or that they are social constructions which have been created from the perceptions and behaviours of social actors (constructivism).

The perspective from which this research was approached is one of pragmatism in which the acceptance of one paradigm (world view) is not considered to necessitate the rejection of another. Indeed, Easterby-Smith, *et al*., (2018:82) suggest that pragmatism is an *'engaged constructivism'* in that 'it does not accept that there are pre-determined theories or frameworks that shape knowledge or truth; nor does it accept that people can construct their own truths out of nothing'. Instead, human ideas, knowledge and actions are considered as social, developed within a social context (Brinkmann, 2018).

Originally conceived in the late 1800s by Charles Pierce as a method of interpreting meaning by tracing or observing practical consequences (Johnson and Onwuegbuzie, 2004), in recent decades pragmatism has emerged as an alternative paradigmatic perspective in research. Such that there is a growing acknowledgement of pragmatism as the third research paradigm (Hall, 2013).

3.2.1.2 Epistemology

Epistemology is concerned with the nature of knowledge and how the social world can be studied (Grix, 2002; Gray, 2014). The social world viewed from *positivist* epistemological stance is seen as existing externally to the researcher and as such can be measured through scientific observation (ibid). In contrast, an *interpretivist* view is that the social world is subjective and unique to the individual, and therefore cannot be measured (Bryman and Bell, 2018). A positivist approach therefore seeks to *explain* human behaviour whereas an interpretivist approach seeks to *understand* human behaviour (Bryman and Bell, 2018). The aim of this research is to *explore* perceptions and experiences of multiple job holding, and

how this may *influence* job attitudes. Therefore, an interpretivist approach, which acknowledges the subjective nature of these experiences, was adopted for this study.

3.2.1.3 Axiology

Axiology is concerned with the role played by values in research (Collis and Hussey, 2014; Saunders *et al*., 2018). Given the objective and independent position of a positivist stance in relation to research, the axiological assumption of positivism is that the research process is 'value-free' (Collis and Hussey, 2014:48). Conversely, an interpretivist stance assumes the researcher's values will play a role in the research process including the interpretation of the findings, regardless of whether these values have been made explicit (Collis and Hussey, 2014; Saunders *et al*., 2018).

It is asserted that pragmatism is an 'explicitly value-orientated approach to research' (Johnson *et al*., 2007:17). Researcher values of fairness in the treatment of others is acknowledged in chapter one (section 1.4) and therefore a values-orientated approach was considered important for this study.

3.2.1.4 Methodology

Methodology is concerned with how the research will be conducted, and assumptions underpinning methods used in producing knowledge (Grix, 2002; Saunders *et al*., 2018). As a positivist stance assumes a single reality and one truth; positivist research therefore adopts a 'top down' approach, working on a theory-hypotheses-data process to add to, prove or disprove theory (Feilzer, 2010). This is in direct contrast to the interpretivist view that no single objective reality exists and as such a qualitative research approach and methods are required to enable subjective inquiry (ibid). An interpretivist approach is one, therefore, in which the research is conducted using participants' beliefs and opinions to build on themes and generate theory (Creswell and Plano Clark, 2017).

In the main, research conducted in relation to motivations and reasons for multiple job holding, job satisfaction and organisational commitment has been positivist in nature. An objective ontology has been adopted, applying a quantitative methodology and research methods to measure independent and dependent variables in relation to, for example, levels of job satisfaction as highlighted in chapter two. There is limited research which explores the multiple job holders work experiences using a qualitative approach enabling a greater understanding of the complexities of their experiences to be developed.   Indeed, no examples of studies that explore how influences for multiple job holding, *and*

perceptions and work experiences of multiple job holding, may influence job satisfaction and organisational commitment have been found in the literature.

As a pragmatist, the researcher appreciates the views of positivism and interpretivism, whilst retaining the belief that it is the *research question* that should determine the methodology and methods used in the research process. The research methodology for this study was qualitative using semi-structured interviews. Initially, it was intended that mixed methods would be used in the analysis of the interview data. However, following reflection, the research design was changed to a single, qualitative analysis of the data. The initial and final research designs are discussed in sections 3.3.1 and 3.3.2. and researcher reflections on research design are highlighted in section 3.7.

3.2.2 Pragmatism and the 'paradigm wars'

It is acknowledged that a debate still exists as to the 'incommensurability' of paradigms where it is considered that fundamental differences in assumptions make it difficult or even impossible to share ideas and (re)interpret research between different paradigms (Kuhn, 1996:198; Bryman, 2006a; Morgan, 2007). This debate has been coined the 'paradigm wars' (Bryman, 2006a:113; Alise and Teddlie, 2010:106; Feilzer, 2010:6).

This debate emerged following a revision of the 'top down' framework of positivism and interpretivism introduced by Guba and Lincoln (1994). In their revision of this framework, Guba and Lincoln (2005), introduced three further epistemological stances of critical theory, post-positivism and participatory research. The framework, although acknowledged as useful, has been criticised for the constraints it places on epistemological assumptions arising from ontological assumptions about the nature of reality (Morgan, 2007). Consequently, these constraints limit the methodological assumptions in relation to how to generate knowledge (ibid).

This has contributed to the 'incommensurability' debate, where the different underlying assumptions are said to result in a 'semi-detached design' from which it is not possible to bring together the findings from the qualitative and quantitative elements of the study (Easterby-Smith *et al.*, 2018:126). The reason being that in accepting one paradigm, the rejection of another paradigm is required. Thereby raising the issue of incompatibility in combining qualitative and quantitative methodologies within a single study given the conflict that exists between the different epistemological perspectives and philosophical principles (Bryman, 2006; Johnson *et al.*, 2007). However, Guba and Lincoln (2005) acknowledge that with the recognition of further paradigms such as post-positivism, an

overlap, or a blurring of boundaries between paradigms has occurred. In accepting this though, they emphasise that it should not affect important ontological assumptions.

Over the last twenty years, new paradigms have been proposed and it is claimed that these 'wars' are now over (Bryman, 2006a). Bryman (2006a;114), in asserting that the paradigm debate is closed, further suggests, based on findings from content analysis of refereed journal articles using both quantitative and qualitative methods, that paradigm issues have 'little if any relevance' to researchers' work. He argued that convention led to the association of research methods with philosophical stances when they are in effect independent of epistemology. However, the notion that the paradigm wars are over remains refuted on the basis that debates regarding, for example, the distinctions between qualitative and quantitative research remain unresolved (Hammersley, 2018).

Whilst not ignoring the relevance of the different philosophical stances, the researcher adopts the pragmatist view that the top-down influence of ontological assumptions on epistemological and methodological approaches is limiting. In recognising the distinctions between the opposing perspectives and their philosophies, pragmatism offers a way of working back and forth between these two extremes. The researcher aligns with the view that pragmatism, 'transcends the limitations' of the two extreme philosophical stances (Brinkmann, 2018) and that research methods should be determined by the nature of the research question.

3.2.3 Pragmatism and the study

In pragmatism emphasis is placed on the process of communication and shared meaning. A pragmatic approach rejects the notion that knowledge is either specific/contextual, or universal/generalisable. Instead, it seeks to address the extent to which learning from a particular setting, can be transferred to other settings or circumstances (Morgan, 2007; Shannon-Baker, 2015). It is hoped that learning from the experiences of the participants in this study will be useful to multiple job holders within academia and other sectors, as well as, for example, colleagues and human resource managers. Gray (2017:29) claims that for a pragmatist, a belief is only true if it works and initiates potential for better ways of 'democratic, purposeful living' through the generation of practical consequences. He adds that this is of particular importance in the promotion of equity and justice (ibid). Equity and justice align with the value of fairness considered important to the researcher in this study.

The researcher supports the notion that ideas, developed from experiences and events, are 'problem-solving tools', and form part of humanity's 'toolbox for mastering the world'

(Brinkmann, 2018:95-96). The researcher considers individuals to be dependent on their adaptability and their ideas contribute to 'changing the reality that they concern', known as the 'looping effect' or the 'problem of reflexivity' (ibid). Pragmatism in acknowledging the need for balance between 'concrete and abstract' and 'reflection and observation' (Easterby-Smith *et al.*, 2018:82) is a useful framework for explorative qualitative research in problem-orientated studies (Brinkmann, 2018). Pragmatism therefore offers an appropriate framework for exploring academic multiple job holding given the issues of their marginalisation and invisibility, and the existence of a two-tiered academic workforce highlighted in chapter one.

 In adopting a pragmatic paradigmatic perspective, it is acknowledged that although an 'affinity between paradigms and methods' exists, there is 'no deterministic link that forces the use of a particular paradigm with a particular set of methods' (Morgan, 2013; 1045). Pragmatism can therefore be viewed as a paradigm irrespective of whether mono or mixed methods are used in the research. Within this perspective, there is shared consensus that it is the research question that is the most significant aspect of the research, and therefore the most suitable methods and procedures must be used to address the question (Johnson *et al.*, 2007; Morgan, 2007; Teddlie and Tashakkori, 2010; Bryman, 2015). As already noted, pragmatism therefore offers a flexible approach which enables the researcher to work across different ontological and epistemological perspectives without commitment to, or constrained by, one philosophy (Collis and Hussey, 2014).

3.3 Research design

In this section, the initial research design for this study using mixed methods at data analysis stage is presented. This design was later discounted in favour of a single qualitative method of data analysis. The rationale for discounting the use of mixed methods is identified and the final research design is presented. The stages involved in the research process are described and the importance of reflexivity is highlighted.

3.3.1 Initial research design: adopting a mixed methodology

Pragmatism offers a perspective in which the use of qualitative and quantitative approaches can help to provide a better understanding of complex social phenomena (Bryman, 2006a). Mertens (2012) asserts that the use of mixed methods provides different ways of engaging with the social world, which are required in the development of knowledge.

A mixed method research design has been defined as one in which data is collected and analysed, and from which findings are integrated and inferences are made using both qualitative and quantitative approaches or methods in a single study (Tashkkori and Creswell, 2007). The purpose of mixed methods research being to access a more complex understanding of a phenomenon than the use of a mono-method approach would provide (Shannon-Baker, 2015). The use of a range of different methods in a research study is considered to have the potential to increase validity, generalisability, and credibility of findings and provide new perspectives and deeper insights that can help to explain incidents and experiences (Easterby-Smith *et al.*, 2018).

In distinguishing mixed methods from other methodologies, Bazeley (2018) states that it includes research that either involves multiple sources and types of data, and/or multiple approaches to data analysis. Central to this, is the integration of data and analyses before any conclusions or inferences are made (ibid). Furthermore, Johnson *et al.*, (2007) claim that mixed methods, in combining elements of qualitative and quantitative research approaches, can provide greater breadth and depth of understanding of the research subject area. These elements may include different methodological viewpoints, data collection or data analysis methods and inference techniques (ibid).

In seeking to gain a greater understanding of the influences for, and work experiences of, academic multiple job holders, the initial research design for this study was to introduce mixed methodologies at data analysis stage; known as a 'cross-over' design (Easterby-Smith *et al.*, 2018:126). The data was to be collected by way of semi-structured interviews and analysed using thematic analysis; a method for pattern identification and analysis within qualitative data (Gray, 2014). A process of data transformation was then planned in which a scoring rubric was to be developed from the qualitative analysis (Bazeley, 2009); a process designed to help to decide how to quantify the data and enable the systematic scoring of the qualitative data for quantitative data analysis (Creswell and Plano Clark, 2017).

On completion of the thematic analysis, content analysis of the interview data structured by themes was to be conducted. In this way it was hoped that the data could be used to test hypotheses derived from the literature and/or building theory from ideas emerging from the interview data. Fundamentally positivist in nature, content analysis is widely used for textual data such as interview scripts and facilitates the introduction of a quantitative element to the research process (Easterby-Smith *et al.*, 2018). It was anticipated that a matrix of concepts and themes, with definitions, arising from the literature and the

interview data would have been developed. Analysis of the interview data to ascertain frequency of words and phrases associated with these concepts and themes was to be conducted. This would have been accompanied by relationship maps illustrating how the different ideas and concepts link. The idea being that content analysis of the interview data would help to provide further clarity in relation to the themes identified.

Once both the qualitative and quantitative data was analysed, it was then to be merged with a view to providing a conversation between the findings, leading to an interpretation of the data (Bryman, 2006). In the early design of the research study, as noted by Creswell and Plano Clark (2017), integration of qualitative and quantitative analysis of the data and the interpretation of the merged data analysis was considered a more effective approach to answering the research questions than using a single data analysis method, enabling stronger inferences to be drawn (Bazeley, 2018; Fetters, 2018).

However, as observed by Easterby-Smith *et al*. (2018), whilst there may be a planned design it is important to be flexible, as new elements emerge through the data collection and analysis stage, and to recognise the need for an emergent rather than a fixed research design. As such, flexibility in the research design for this study was an important consideration to respond to emerging insights within the research process. Consequently, as the research evolved, it became apparent that a qualitative approach would be more helpful is seeking to address the aim of this research and using mixed methods at data analysis stage was discounted in favour of a single qualitative methodology using semi-structured interviews.

The rationale for this change in approach is that the review of literature raised questions as to whether existing theory and concepts, although helpful, fully explain multiple job holders' career orientations and commitment to their organisations. In addition, the literature review highlighted the need for further exploration of the importance of external factors, together with factors of choice, that influence multiple job holding. The literature review also highlighted the dominance of quantitative studies that have examined one or two of the aspects of multiple job holding explored in this research. For example, influences for multiple job holding and experiences of multiple job holding, or influences for multiple job holding and job attitudes; the studies seeking to measure the relationship between the two aspects under investigation.

Therefore, a qualitative approach that explores the complexities of multiple job holding from an academic multiple job holder's perspective was considered more appropriate in

addressing the research questions for this study.   In the final research design, data was collected from twenty semi-structured interviews conducted with multiple job holders and analysed using reflexive thematic analysis.

3.3.2 Final research design: adopting a qualitative methodology

Qualitative research is particularly compatible with studies seeking to understand participant perspectives on, for example, events, experiences and actions, and the influence of context on their actions (Braun and Clarke, 2013; Maxwell, 2013). A key strength is its' association with process theory which views the world in terms of the *processes* that connect people, situations, and events and in which explanation can be found in the analysis of how they influence each other (Maxwell, 2013).

The aim of this research is not to seek to establish the *extent* to which influences for multiple job holding *affects* or *correlate*s with perceptions and work experiences of multiple job holding, and job attitudes of career satisfaction and professional commitment, which would necessitate a quantitative approach. Rather, it seeks to identify and explore *how* influences for multiple job holding, and perceptions and work experiences of multiple job holding, *influence* these job attitudes. It is the *process* that connects multiple job holding and job attitudes that is of interest in this study.

According to Maxwell (2013), qualitative research adopts an inductive approach, an advantage of which is emphasising the perspective of a particular group. As established in chapter one, in recognition of the 'marginalisation of the academic voice' (O'Byrne and Boyd, 2014:572) and the treatment of academic staff on non-standard contracts of employment as 'second class academics' (Megoran and Mason, 2020), the present study explores multiple job holding from the perspective of the academic multiple job holder.

It is argued that understanding the process by which things happen, the contexts in which they happen and how they are understood by participants is more important than comparisons with other situations or establishing correlations between outcomes and practice (Maxwell, 2013). Therefore, in the final research design a qualitative approach was adopted.

3.3.2.1 The qualitative research design

The final research design for this study is illustrated in Figure 16.
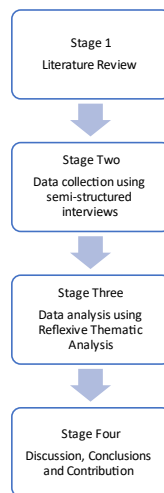
Figure 16: Final qualitative research design.

Stage One - A review of contemporary career literature was conducted. This was followed by a review of research examining factors influencing multiple job holding, and job attitudes of job satisfaction and organisational commitment. This stage of the research process developed theoretical understanding of the concepts under investigation, providing insights from existing theory (Maxwell, 2013). Although the research questions developed for this study informed the interview questions it was considered important to build an understanding of the literature and existing research in this area, as explored and discussed in the preceding chapters. The relationship between theory and the data in this study is considered an interactive one, and therefore, as anticipated, the literature review for this thesis was revisited and revised after the data collection and analysis process.

The review of the literature also increased familiarity with the different methodologies used in previous research in these areas.   It was during this stage of the research process that the decision to revise the initial research design was made as detailed in sections 3.3.1 and 3.3.2.

Stage Two - The data collection process, involved conducting semi-structured interviews. Purposive, snowball sampling was used to recruit participants to the study.

Stage Three – This stage involved the in-depth inductive (reflexive) thematic analysis of the interview data. From initial coding of the data, reviewing and refining codes to developing and reviewing themes.

Stage Four – In this stage, the findings from the research were discussed in the context of existing theory and theoretical models examined in the literature review. Conclusions were drawn and the contribution of this research to knowledge identified.

3.3.2.2 Qualitative design and researcher reflexivity

Qualitative research recognises the subjective views of individuals in relation to their social world and the existence of multiple realities (Bannister *et al*., 1994). Therefore, researchers' own subjectivity, background, biases, values, and perspectives, are acknowledged to influence the research process (Anderson *et al*., 2020; Hennink *et al.,* 2020). Reflexivity, that is, 'conscious self-reflection' by the researcher is important and requires 'critical scrutiny' (Hennink *et al.*, 2020:19). This involves questioning of, for example, theories used to guide the research, the appropriateness of research methodology, personal impact on participants (power relationships), potential alternative interpretations of data (Bannister *et al*., 1994).   In addition to self-reflection, a diary and reflective memos were maintained throughout the research process for the present study as an aid to reflexivity and reflection on the research process. When combined, these reflections enabled decisions to be made regarding planning for, reviewing and making any changes required in the research process. Self-reflection and some of the reflections on the research process are presented in section 3.7 of this chapter.

3.4 Data collection process

This section details stage two of the research design. The rationale for using semi-structured interviews in the data collection process is discussed. This is followed by the participant recruitment strategy, and an overview of participant profiles. Issues of validity and reliability in qualitative research are addressed and how the interviews were conducted is explained.

The questions developed for the semi-structured interviews were informed by the research questions for this study (**Appendix 1**). Ethical approval for the research was obtained (**Appendix 2**) for which a Research Information Sheet and Consent Form (**Appendix 3**) was required.

3.4.1. The research method: qualitative interviews

The research method used to explore perceptions and work experiences of academic multiple job holders in the present study was qualitative interviews. Interviews are often used in research that seeks to understand rationale and motivations underpinning attitudes

and behaviours (Ang, 2014). Interviews are a preferred approach where research objectives seek to explore complex issues or better understand attitudes, values, and experiences (Bannister *et al.*, 1994; Gray, 2017), particularly when participants have a 'personal stake' in the topic of the research (Braun and Clarke, 2013:81). Interviews enable the researcher to explore participant background and obtain other contextual information (Creswell, 2014). Given the aim of the present study is to explore the influences for multiple job holding, perceptions and work experiences of multiple job holding, and how these may influence job satisfaction and organisational commitment, it is important to obtain insight into individual context and experiences, and how this influences opinions and beliefs.

Although focus groups were initially considered as a potential method for data collection, this approach was rejected early in the research process in favour of interviews. The rationale for this being that focus groups tend to be less structured and involve more group conversation (Gray 2017; Bryman and Bell, 2018; Easterby-Smith *et al.*, 2018;). Therefore, it was considered inappropriate to use this method to explore individual background and circumstances. Focus groups enable discussion of shared experiences, instead of concentrating on individual views and experiences as sought in this study.

Whilst focus groups can be useful in generating productive conversations, they can also result in what is termed *group effect*, where participants may feel obliged to agree with views being expressed by other participants and may withhold their own views (Bryman and Bell, 2018; Easterby-Smith *et al.*, 2018; Saunders *et al.,* 2018). One or more participants in focus groups may dominate or influence conversation, whereas individual interviews enable participants to express their views without having to compete with others (Anderson *et al.,* 2020).

Another disadvantage of focus groups, and a key reason why this approach was discounted for this study, is that the information being discussed in the interviews was personal, with details of individual circumstances requested. In such cases interviews are a preferred approach to ensure the participants do not experience discomfort in sharing their views and experiences, and anonymity can be maintained (Bryman and Bell, 2018). It is acknowledged that not all participants whether involved in focus groups or interviews are able to articulate their views as effectively as others (Creswell, 2014; Gray 2017). However, in interviews, with careful and considerate questioning participant views can be checked and clarified more easily than would be the case in a focus group.

A total of twenty interviews were conducted lasting between forty-five and sixty minutes, of which nine were conducted face-to-face. Eight of these face-to-face interviews were conducted in workspaces (offices) and one interview was conducted in the participant's home at the participant's request. Seven were conducted via video conference, for example, via Skype, and four were conducted via telephone conference call. Five of the video conference calls were conducted during one of the COVID pandemic restriction periods where face-to face interviews were not permitted.

The interviews conducted via conference call offered participants the flexibility to manage their schedules to facilitate the interview, without the need to host the interview at their place of work or other venue. In one case, the telephone conference call offered an alternative to a video conference when technology failed to operate successfully. It is acknowledged that telephone interviews tend to lead to more formal interaction between researcher and interviewee than face to face interviews and may result in the interviewee being less relaxed and more guarded in their responses due to this lack of intimacy (Ang, 2014). In such cases, it is therefore important for the researcher to build rapport with the interviewee at the outset of the interview. Whilst the telephone interviews did not provide opportunities to observe non-verbal communication, offered by face to face and video conference interviews, they can be less intimidating for participants (Gerrish and Lathlean, 2015). They were therefore considered valid methods of conducting interviews for this study.

3.4.1.1. Research tool: semi-structured interviews

For this study, semi-structured interviews, involving a set of pre-determined questions, were used for qualitative data collection. Semi-structured interviews are effective in facilitating individual and subjective reflection on lived experiences and opinions (Gray, 2017). Semi-structured interviews therefore offered a better understanding of the phenomena explored in this study, than other qualitative methods of data collection such as observations and focus groups (Gray, 2014; Easterby-Smith *et al*., 2018).

For the interviews, a list of ordered semi-structured questions were created to use as an interview guide. An interview guide should set out the structure and sequence of questions as a framework for the interview (Sullivan *et al*., 2012; Maylor *et al*., 2017). The interview guide created for this study was prefaced by questions relating to, for example, age, number of jobs and types of employment contract held, employing organisations, and the number and age of dependents (or other caring responsibilities). The remaining questions

were framed around the research questions rather than the literature, as this would lead to a theory driven approach which can be leading or intimidating for the participant (Bannister *et al*., 1994). A theory driven approach can also result in potential failure to further explore participant's views and opinions (ibid). The semi-structured interview guide is provided in Appendix 1.

The semi-structured questions were used to: provide areas for exploration; promote open-ended responses; and provide the flexibility to ask further questions to probe answers more deeply or to follow other lines of inquiry (Sullivan *et al*., 2012; Collis and Hussey, 2014; Gray, 2017). A 'laddering' technique was applied following questions where participants were asked to provide descriptive information (Easterby-Smith *et al*. 2018:188). For example, the question, 'How would you describe your job satisfaction in your [named job] role?' was followed by, 'What is it about the role that provides this job satisfaction?' and then, 'Why is [response, for example, 'a sense of belonging'] important to you?' This enabled an exploration of the participant's values which underpinned their statements to the previous question(s). To then elicit examples that illustrate their response, a 'laddering down' or 'pyramiding' questioning technique was applied (Easterby-Smith *et al*., 2018:188).

In asking participants to provide specific examples of specific events or incidents engages 'episodic memory' (Maxwell, 2013:103). This entailed asking, for example, 'Can you give me an example of what it is about this role that gives you this sense of belonging?' or 'What happened [at event/incident] to give you the feeling of not belonging?' This approach also helped to prevent interviewer bias in relation to the follow up and probing questions, and leading questions were avoided.

The laddering techniques employed in the interview questioning process provided opportunities for insight to be gained into individual participant perceptions and values in relation to their roles and approach to working life (Maxwell, 2013). This combined with the use of general, present and specific-event past tense questions provided a more in-depth understanding (ibid). The tailoring of the additional probing questions enabled the exploration of participant's views and perceptions of, for example, the inconsistencies and differences in the way in which they are regarded or treated by their employing organisations and colleagues.

The active role of the researcher when using interviews as a research tool within the research process requires reflexivity (Bannister *et al*., 1994; Braun and Clarke, 2013).

Personal reflection on the role as a researcher in these interviews is included in section 3.7 at the end of this chapter.

3.4.2. Participant recruitment strategy

A purposive, snowball sampling method was used to recruit participants for interview in the study. A unit of analysis is described as being the 'entity that forms the basis of any sample' (Easterby-Smith *et al*., 2018:129). For this study, the unit of analysis is multiple job holders with one role working as an academic in a UK higher education institution. Therefore, the eligibility criteria for participants for this study were defined as individuals who hold two or more jobs at the same time, one of which is as an academic working in a UK higher education institution.

Snowball sampling is recognised as working well in situations where it is not easy to identify those that belong to a specific population (Gray, 2014; Easterby-Smith *et al*., 2018). Consequently, in this type of sampling, initial participants may be identified using probability sampling methods, with further potential participants obtained from referrals by these initial participants (Ang, 2014). Indeed, the difficulty of data gathering on multiple job holders is highlighted by Campion *et al*., (2020:182) who advise researchers to use snowball sampling, claiming that the 'sampling obstacles justify the method'. Another advantage of snowball sampling is that participants are approached by someone with whom they are familiar, thereby increasing trust and the potential for participation (Hennink *et al.,* 2020). Therefore, this sampling technique was selected as it was thought to be the most effective and efficient way of recruiting participants for this study.

To start the data collection process, the researcher sought introductions to multiple job holders that met the interview selection criteria from their own network of academic colleagues. Contact was made via email with eleven academic colleagues from the researcher's network, with details of the study provided (including the information sheet and consent form - **Appendix 3**). Colleagues were asked, if agreeable, to circulate the information to contacts within their own network. This resulted in introductions to fourteen multiple job holders, all of whom confirmed their agreement to be contacted for interview. One of these multiple job holders did not meet the criteria for the study and one multiple job holder did not respond to contact. From four of remaining twelve eligible multiple job holders, a further six eligible multiple job holders were identified and recruited to the study. Two colleagues met the eligibility criteria and offered to be interviewed as part of the study.

It is argued that prior knowledge of participants can facilitate 'greater disclosure and reflexive commentary' (Bannister *et al*., 1994:66). However, a potential disadvantage of using personal networks, and an argument against the use of the snowball technique, is that as participants are referred from the same network, they may share similar characteristics (Hennink *et al.,* 2020). Figure 17 illustrates the approach adopted for this study, highlighting that most of the participants interviewed are not from the researchers' own network. Participant profiles, which highlight the diversity of participants in this study, in terms of age range, types of employment contract and subject disciplines are provided in section 3.4.2.1. and **Appendix 4.**
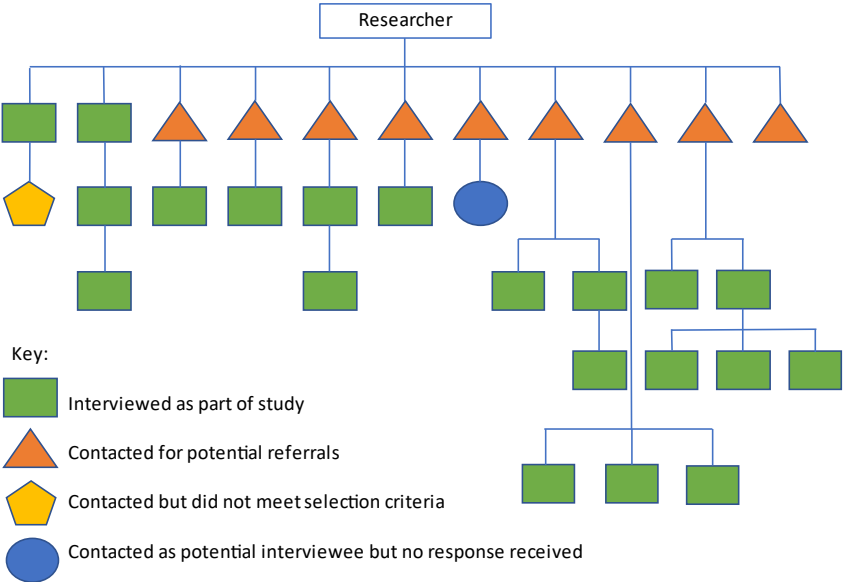
Figure 17: Approach adopted to identify potential participants for interview.

3.4.2.1. Participant profile

A total of twenty academic multiple job holders participated in the study, twelve of whom self-identified as female and eight as male. The age range of participants is detailed in Table 4. A total of nine participants identified caring responsibilities either for younger dependents or older family members.

Table 4: Age range of participants recruited to the study.

Age Range:	No of Participants in Age Range:
>65 years	1
56-65 years	4
46-55 years	7
36-45 years	5
< 35 years	3

The participants were employed, at the time of their interview, across a total of thirteen different higher education institutions within the UK, including both pre-1992 and post-1992 universities. Fourteen of the participants were employed on one or more contracts at single university, and six of the participants held contracts of employment across multiple universities (typically three or four institutions).   Each participant was assured at the outset of their interview that the names and locations of the higher education institutions would not be included in the study to maintain participant anonymity and confidentiality. Therefore, these details have not been included in the study.

The participants were employed on a variety of non-standard contracts of employment within these institutions, with some holding multiple contracts of different types. One participant held a full-time permanent non-academic role together with a non-standard contract of employment in an academic role. Eleven other participants also had employment contracts in sectors outside of higher education. The number of jobs held by each participant ranged from two to five (**Appendix 4** provides an overview of the participant profiles – as noted in section 3.6, to maintain anonymity each participant was given a pseudonym).

The academic non-standard contracts of employment included full-time fixed term, part-time fixed term, part-time permanent, part-time hourly paid, and part-time hourly paid with a minimum number of hours guaranteed. All but two of the participants in this study have part-time hourly paid contracts as part of their working portfolio.

All participants on these non-standard employment contracts were employed in teaching roles. Some participants were also actively engaged in research, although this was conducted in their own time as their non-standard contracts of employment did not include hours for research. The academic disciplines or subject areas taught by the participants are listed in Table 5.

Table 5: List of academic disciplines or subject areas taught by participants in the study.

Business Management	Computer Science	English
Event Management and Tourism	Fashion and Design	History
International Development	Marketing	Medicine
Nursing	Politics	Project Management

Seven of the participants held a doctorate level qualification, with a further three in the process of completing their doctorates.

3.4.2.2. Pilot study

The first interview conducted was used as a pilot, in which questions were tested to ensure common understanding of the concepts discussed. Data from this pilot interview was included for analysis in this study. After the first interview, it was clear that having dependents or caring responsibilities can be a factor influencing multiple job holding and all subsequent interviews were adapted to include further discussion of personal circumstances, with reference to dependents and caring responsibilities.

3.4.3. Addressing issues of validity and reliability in qualitative research

The importance of establishing the validity of the qualitative data analysis is a much debated and discussed topic (Creswell, 2014; Creswell and Plano Clark, 2017). Whilst quantitative research seeks to provide generalisability and comparability, in qualitative research this is exchanged for internal validity and greater contextual understanding (Maxwell, 2013; Creswell, 2014). Four types of validity; *internal* (also known as 'face' or 'measurement'), *construct*, *external* and *reliability* are frequently applied to positivist and deductive research (Quinton and Smallbone, 2006:127).

Internal validity in quantitative research is the measurement of what was intended to be measured with external validity referring to the generalisability of the research results, that is the extent to which results can be applied to other contexts or situations (Quinton and Smallbone, 2006; Gray, 2017; Saunders *et al*., 2018). However, applying these types of validity in qualitative research is problematic. This is because of the inductive nature of qualitative research in which measurement is not an objective and conducting large numbers of interviews is not always feasible. Therefore, instead of measurement and generalisability, *trustworthiness* is the key criterion used in the assessment of qualitative research (Guba and Lincoln, 1994; Creswell, 2014). Trustworthiness, as outlined in Table 6,

is concerned with *credibility, transferability, dependability*, and *confirmability* (Guba and Lincoln, 1994).

Table 6: Key criteria in the assessment of qualitative research (adapted from Guba and Lincoln (1994).

Credibility *(Aligns to internal validity)*	Confirmation that the researcher has understood participant responses appropriately.
Transferability *(Aligns to external validity)*	Data is sufficiently rich for other researchers to assess whether research can be transferred to other contexts.
Dependability *(Aligns to reliability)*	The research process is documented sufficiently well for an assessment to be made as to whether it was carried out appropriately.
Confirmability	Potential for researcher bias has been reduced.

3.4.3.1 Credibility

Whilst internal validity is defined as the 'correctness or credibility of a description…explanation, or other sort of account' (Maxwell, 2013:122), credibility has been defined as the 'adequacy of the researcher to understand and represent people's meanings' (Bannister *et al*., 1994:143). To enhance credibility in this study, each participant was emailed a short summary of the interview after transcription. Participants were asked to confirm the details provided in the summary from the interview data had been captured appropriately. This is termed 'member-checking' (Tobin and Begley, 2004:392; Creswell and Plano Clark, 2017:211) or 'respondent validation' (Maxwell, 2013:126) and is frequently used as a method of validating the accuracy of the data.

It is acknowledged that a debate exists as to the 'philosophical contradiction' of member-checking which can lead to a 'lack of rigour' given the existence of multiple realities (Tobin and Begley, 2004:392). However, given the wide-ranging use of jargon and different terminologies within higher education and existing research in relation to the subject areas being explored in this study, member-checking was considered appropriate for confirming the summary notes and in, for example, clarifying understanding of the different terminologies used by different higher education institutions. Braun and Clarke (2013:82)

note that member checking is also used to avoid misrepresentation of participant views, particularly for 'marginalised groups' or where the research is seeking to 'give voice to participants', as is the case in this study. Thereby, reinforcing the appropriateness of member checking in this research.

3.4.3.2 Transferability

Central to qualitative research is the belief that meaning is individual and subjective, and therefore the quantitative perspective that calls for generalisability of findings as a measure of validity is rejected in favour of transferability (Tobin and Begley, 2004). Transferability refers to 'the extent to which (aspects of) qualitative results can be 'transferred' to other groups of people and contexts (Braun and Clarke, 2013:82).

In this study, initial analysis of data was undertaken after the first fifteen interviews were completed in late 2018. This facilitated a sample size sufficient to evidence a repeated pattern of perspectives within the data. A further five interviews were conducted in the first quarter of 2021 during the COVID-19 pandemic. One reason for conducting further interviews was to ensure views of participants under 35 years old were included in the study, as this age group did not form part of the original fifteen interviews. Another was to explore whether the pandemic had brought about any significant changes to influences for, and perceptions and experiences of, multiple job holding. The data from these additional five interviews evidenced similarities with the findings identified in the first fifteen interviews. As no additional insights relating to the pandemic were suggested, no further discussion of the pandemic is included.

It is suggested that evidence of repeated patterns indicates data saturation (sometimes referred to as data sufficiency) has been reached, increasing transferability/external validity (Gray, 2017; Maylor *et al*., 2017). Data saturation refers to the point at which new information or insight is unlikely to be generated from further data collection. Whilst it is not intended to suggest that no new insight could be generated through further interviews, it was considered that the twenty interviews analysed in the present study provided sufficient data to evidence repeated patterns from which 'to tell a rich story' (Braun and Clark, 2013; 56). This approach is supported by Braun and Clarke (2013) who note that for research seeking to identify patterns in data, fifteen to thirty interviews are common, and Anderson *et al.*, (2020;256) who claim that a sample size in qualitative research should be sufficient to enable a 'rich and thick' analysis of the data.

3.4.3.3 Dependability

In quantitative research, reliability refers to the consistent measurement of what is intended to be measured (Gray, 2017), and the extent to which data collection and analysis processes produce consistent and dependable findings (Bannister *et al.*, 1994; Saunders *et al.*, 2018). Given the interpretative nature of qualitative research, consistency in this way is not possible. Instead, the *dependability* of the results is considered important and is achieved through an auditing process (Tobin and Begley, 2004). This process should include clear documentation of processes associated with the research, and reflexive accounts of the researchers' thoughts and reasoning (Avis, 1995; Tobin and Begley, 2004; Creswell, 2014).

To enhance dependability of the study, the data collection and analysis processes have been described in detail throughout this chapter. The aim being to demonstrate how the research was conducted and provide transparency in relation to approaches and actions taken with regards to data collection and analysis. For example, validity of a study can be enhanced by building rapport and establishing trust with participants (Gray, 2017). As illustrated in Figure 17, most of the participants were not known to the researcher prior to the interview.

Trust was established with participants in this study in various ways, including participants being able to choose the location and medium for the interview to fit around their own schedules and commitments. Consequently, the interviews were conducted in a variety of locations and via various media; face to face in offices and, in one case, a participant's home, video conference (Skype and Zoom) and telephone conference call.

In addition, prior to the interviews, information about the study was provided together with a consent form and participants were offered the opportunity to ask any questions before agreeing to be interviewed. During the interview, information about the study and consent to participating in the study as well as the agenda for the interview, that is, the types of questions, how they were structured and the broad areas that they covered, were explained. Further opportunities were offered to ask questions before, during and after each interview. The use of probing questions in the interviews enabled participants to expand on their responses (achieved using 'laddering' techniques) and the scheduling of interviews were sufficiently long to allow for in depth exploration of the subject area (Gray, 2017; Saunders *et al*., 2018).

To avoid the use of 'biased probes' and 'careless prompting' (Gray, 2017:403), notes were made throughout the interviews of the participant responses so that these could be repeated back or clarified with the participants prior to asking probing questions, to preclude reactive prompting. In providing a summary of the points made by the participants at different stages of the interview, this helped to: confirm that the information noted was correct; clarify any areas which were not clear; and prompt further responses from the participant relating to the questions posed (Anderson *et al*., 2020). According to Easterby-Smith *et al*., (2018), this also helps to make the participant feel that their responses are valued, whilst also reducing the extent of eye contact which some participants can find unnerving, particularly when talking about themselves.

3.4.3.4 Confirmability

In quantitative research, the researcher's role is to remain detached from the research process to maintain objectivity. In qualitative research, this neutrality is not possible for the researcher involved in the interview process, and the analysis and interpretation of the data collected. This subjectivity can lead to researcher bias, thus posing a threat to validity (Maxwell, 2013; Creswell, 2014). Confirmability is therefore concerned with evidencing that the interpretation of qualitative research findings stems from the data (Tobin and Begley, 2004).

Researcher bias can include ignoring data that does not fit with the researchers' pre-conceived ideas or beliefs. To avoid issues of researcher bias, the researcher needs to maintain a position of 'theoretical sensitivity' (Gray, 2017:185). This Gray (2017:185) suggests includes: understanding and differentiating between what is important/not important; perceiving 'situations holistically' and responding to 'environmental cues'; and being sensitive to the possibility that interviewee responses may be biased in response to the way questions are asked, or the facial cues and body language of the researcher.

To achieve this sensitivity, the researcher should assume a 'reflexive stance', and consider the different ways in which bias, a result of their own beliefs and experiences, may influence their practice (Sullivan *et al*., 2012; Maxwell, 2013; Creswell, 2014; Gray, 2017:185). Rather than seeking to eliminate these preconceptions, qualitative researchers should identify and explain their possible biases and how this may influence their approach (Maxwell, 2013). Therefore, as noted in 3.3.2.2, throughout the present study a reflexive diary was maintained. The notes from which have been used to create the researcher background and experiences (section 1.4) in which personal experiences are acknowledged

and the reflections included in this chapter (section 3.7.3) on how the data was collected and analysed.

In addition, it is important to report evidence that is 'negative', or 'discrepant evidence' (Maxwell, 2013: 127; Creswell, 2014:202). That is, evidence that is contrary or diverges from other evidence. The discrepant evidence needs to be considered as this evidence may require a review or modification of any potential conclusions.

In implementing the actions as described within this section, awareness of the potential confounding effects of interviewer personal beliefs and actions have been accounted for within the research process.

3.4.4. Conducting the interviews

At the start of each interview, participants were advised of the purpose of the study, how the data from the interview would be stored and used. A statement was read to each participant outlining this information and the opportunity provided to ask any questions or clarify any points. The first interviewee requested that all employing organisations remain confidential. This was confirmed and added to the information sheet for subsequent interviews. Permission was obtained from each participant to audio record the interview. Two audio recording devices were used, in case one of the devices failed to record. Each participant was advised when the recording device was switched on and off again. In the face to face and video conferencing interviews this was done so that the participant could see the recording device being turned on and off. For the telephone interviews, participants were verbally advised when the recording device was about to be turned on and off and confirmed once the action was completed. Participants were advised that interviews were scheduled to last up to sixty minutes.

The face-to-face interviews were conducted in private rooms, that is, offices or a private room in the participant's home. This reduced the likelihood of interruption during the interviews and enabled the participants to seat themselves and set up the room in a way in which they felt comfortable. The video conference and telephone interviews were also arranged for a time convenient to the participants, enabling them to choose a location most appropriate for them from which to engage in the interview.

Questions used in the interviews were designed to be unambiguous and avoid the use of jargon. However, as noted in section 3.4.2.2, it was necessary to include clarification as to what was meant by commitment to employing organisations (a sense of loyalty to the organisation) following a query from the participant in the pilot interview. This was useful

feedback and used as a prompt to revisit and check all questions prior to the next scheduled interview to ensure that the questions and language used were clear.

Throughout the face-to-face interviews, participant body language was observed to identify whether, for example, the participant was at ease and remained engaged in the discussion. In the video conference calls, this was gained primarily through observing facial cues and looking for potential evidence of distraction, for example, lack of eye contact or frequent movement of the head away from the screen. Whilst the telephone interviews did not afford this visual opportunity, it was possible to determine whether a participant was, for example, distracted by listening out for sounds or cues such as children entering the room. In which case, the interview could be suspended until the participant was able to return to the interview.

At the end of each interview, key points, taken from the notes made throughout the interview, were summarised, and repeated back to the participant. The opportunity for the participant to ask any questions or provide further comment was offered and next steps explained. Participants were thanked for their time and contribution to the study. An email was sent a few days after the interview thanking the participants again and providing the summary of the key points from the interview for comment and feedback.

3.4.5. Section summary: data collection process

Semi-structured, qualitative interviews were used for data collection to explore perceptions and work experiences of academic multiple job holders. The rationale for using interviews is that they enable the collection of contextual information, considered important in this study. Semi-structured interviews were used to facilitate individual and subjective reflection on lived experiences. Focus groups were discounted on the basis that they would not be appropriate for exploring individual background and circumstances, and personal details, and where anonymity could not be maintained with the group.

A total of twenty interviews were conducted, each lasting between forty-five to sixty minutes. Nine interviews were conducted face-to-face, seven were conducted via video conference, and four were conducted via telephone conference call. An interview guide containing a list of ordered semi-structured questions was created for use in the interviews. The interview questions were framed around the research questions. The active role of the researcher when using interviews is acknowledged and personal reflection on the role as a researcher in the interviews is included at the end of the chapter.

To recruit participants for interview, a purposive, snowball sampling method was used as this technique is recognised as working well in situations where it is not easy to identify those that belong to a specific population, such as multiple job holding.

Initially introductions to multiple job holders that met the interview selection criteria were sought from the researcher's own network of academic colleagues, two of whom were eligible and agreed to be interviewed. Colleagues provided introductions to other eligible multiple job holders, from whom additional introductions to further multiple job holders were provided.

The participant profile for this study includes twelve female and eight male participants, nine of whom identify themselves as having caring responsibilities. The participants each have between two and five jobs and collectively work within a total of thirteen different higher education institutions within the UK, teaching across twelve disciplines or subject areas. Eleven participants also have employment contracts in sectors outside of higher education. All but two of the participants have part-time hourly paid contracts and all participants are employed in teaching roles.

In the assessment of qualitative research, trustworthiness, which is concerned with credibility, transferability, dependability, and confirmability is a key criterion. This was achieved in this study through, for example, member checking, collection of sufficient data to facilitate rich and thick analysis and maintaining a position of theoretical sensitivity throughout the research process by adopting a reflexive stance.

3.5. Data analysis

A data-driven, inductive (reflexive) thematic analysis method was applied in the analysis of the interview data. This section highlights different approaches to thematic analysis before explaining the steps taken in the analysis of the interview data for collection in this study. The process of data analysis described in this section will evidence how themes were developed and will be supported by example extracts from the interview data to demonstrate how the researcher's interpretation links to the words of the participants.

3.5.1. Thematic analysis (TA)

Methods used in analysis of qualitative data has been divided into those that stem from a specific theoretical or epistemological perspective, and those that are considered independent of theory and epistemology (Braun and Clarke, 2006). Thematic analysis (TA) has been identified as both a *method* and a *methodology* applied in the data analysis

process to identify themes within the data. For example, Clarke and Braun (2013:120) identify thematic analysis as a 'theoretically flexible' *method* of qualitative data analysis that is independent of theoretical and epistemological stances, whereas for other researchers such as Guest *et al*., (2012), thematic analysis is a *methodology*.

In addition, approaches to thematic analysis are diverse in both their underlying assumptions and procedures and there is no one definition of a *theme* (Braun and Clarke, 2016). Thematic analysis is therefore an umbrella term for a wide range of approaches used extensively for data analysis, especially in areas of applied research and human resource management (Braun and Clarke, 2014; Clarke and Braun, 2018; Anderson *et al*., 2020).

Clarke and Braun (2018) distinguish between three schools of thematic analysis as outlined in Table 7 below.

Table 7: The three schools of thematic analysis (adapted from Clarke and Braun, 2018).

School:	Approach:	Also known as:
Coding Reliability Thematic Analysis (e.g., *Boyatzis, 1998)*	• Structured, deductive approach to coding. • Code book developed a priori based on theory. • Codes then applied to data. • Underpinned by positivist philosophy.	Small q TA
Organic/Reflexive Thematic Analysis (e.g., *Braun and Clarke, 2006)*	• Inductive (data driven), organic approach to development of codes and themes. • Involves interpretation of data and recognises active role of researcher and researcher subjectivity. • Fluid and iterative process involving several reviews through data. • Underpinned by qualitative philosophy.	Big Q TA
Codebook Thematic Analysis (e.g., *Guest et al., 2012)*	• Combination of structured coding procedures. • Code book typically created a priori based on research question and theory. • Includes template and framework analysis. • Themes developed but can be changed through analysis process. • Underpinned by qualitative philosophy	Medium Q TA

3.5.1.1. Theme identification in thematic analysis

The identification of themes (sometimes referred to as categories, for example, by Ryan and Bernard, 2003; and Maxwell, 2013) in thematic analysis is either *data driven* applying

an inductive approach, or *theory driven* applying a deductive approach (Sullivan *et al*., 2012). In the more structured approaches as identified in Table 7 above, findings may be compared to a conceptual framework based on the literature, or they are applied to a pre-existing conceptual framework where data is analysed through the selected conceptual/theoretical lens (Maylor *et al*., 2017).   These approaches involve the creation of a codebook or template based on literature or theoretical lens.

In an inductive (Big Q TA) approach, as themes are not driven by theory, insights that contest existing theory can lead to the creation of new theory (Bansal *et al*., 2018). It is an approach noted for being suitable in understudied and new contexts (ibid). Therefore, given the research objectives for the present study, and the issues identified in chapter two, an inductive approach was considered appropriate.

However, it is acknowledged that data cannot be coded in an epistemological or theoretical 'vacuum' (Braun and Clarke, 2006:84; Clarke and Braun, 2018:109). As highlighted in section 3.4.3.4, researcher knowledge of the discipline, professional and personal experience and training, and values affect how data is interpreted, thus leading to the requirement for theoretical sensitivity (Timmermans and Tavoury, 2012; Gray, 2017:185).

3.5.2 The approach to thematic analysis adopted in this study.

Different approaches to thematic analysis define themes in different ways. Braun and Clarke (2006:82) define a theme as capturing 'something important about the data in relation to the research question' that 'represents some level of *patterned* response or meaning within the data set'. The themes being underpinned or unified by a central concept (Clarke and Braun, 2018).

This definition differs to that suggested by approaches that use a framework or template for which a theme is a summary of participant responses in relation to a particular topic; referred to as a domain summary or a domain theme by Clarke and Braun (2018). A domain summary typically captures obvious and surface meaning (a semantic approach) whereas a theme seeks to capture underlying and implicit meaning (latent approach), and the assumptions which underpin the surface meaning (Braun and Clarke, 2016; Clarke and Braun, 2018). For example, in relation to this study a domain theme might be 'factors identified as influencing multiple job holding' or 'perceived benefits of multiple job holding' under which influences, and benefits may be coded as 'financial' and 'flexibility' with supporting data extracts as evidence. Whilst this would provide a useful summary of

participant responses, it does not allow for exploration and interpretation of underlying patterns or assumptions.

This study goes beyond a description of the influences for multiple job holding amongst academics, and their perceptions and work experiences, to include how this may influence job attitudes of job satisfaction and organisational commitment. As 'meaning inheres not only in the text but in our construction and reading of it', interpretation of the data is required (Bannister *et al.,* 1994:55). Thematic analysis, as well as providing useful descriptive summaries can facilitate interpretation, providing the 'so what' of data (Clarke and Braun, 2018:109).

Although 'all techniques can help researchers see their data in a new light' (Ryan and Bernard, 2003:86), this study adopts an organic/reflexive approach to data analysis. This aligns with the qualitative methodology of the study and acknowledges the active role of the researcher in the data analysis process. The reflexive nature of this approach recognises that the interpretation of the data will be influenced by researcher values as well as disciplinary traditions and assumptions.   Therefore, during the coding and theme development process, reflective memos were written noting emerging patterns and insights. During the analysis process, as suggested by Saldana (2009) these memos included reflections on how the data addresses the research questions, the links and connections in the data, possible limitations identified in the process, and potential directions for future research.

In applying an organic and inductive approach to data analysis, using reflexive (Big Q) thematic analysis, coding and theme development was guided by the content of the data. For this study, themes were built from codes as opposed to themes being pre-determined and used as a guide for the analysis.

3.5.3 The application of reflexive thematic analysis

It is important to explain the process of data analysis and how themes were generated, and codes identified within the data to; understand assumptions made about the data, enable assessment of methods used and comparison with other studies in the same areas, and facilitate 'communication across disciplines and epistemological positions' (Ryan and Bernard, 2003:86; Braun and Clarke, 2006).   Therefore, an explanation of the process used in the analysis of the interview data is provided in this section.

The following steps are outlined as a starting point for thematic analysis, noting that it is not a linear but a recursive process (Clarke and Braun, 2018).

Table 8: Steps involved in thematic analysis of interview data (adapted from: Braun and Clarke, 2006:86-87; Braun and Clarke, 2013; Clarke *et al.,* 2019).

Step	Process
1	Data familiarisation: • Transcribing interviews. • Reading (and re-reading) the data. • Searching for patterns of meaning and issues of interest. • Making notes and generate initial list of key and recurrent ideas for coding.
2	Initial Coding: • Identify and code (label) aspects of interest within interviews. • Match codes with data extracts from interviews that demonstrate codes identified. • Collate all relevant data extracts within each code identified, retaining surrounding data for context if relevant.
3	Theme Development: • Identify themes (and sub themes) from codes. • Review and refine to create themes. • Check themes are appropriate for coded data, and whole data set. • Continue to review and refine until satisfied themes reflect the data appropriately.
4	Review and Define Themes: • Define theme by describing scope and content of each. • Check hierarchy of sub-themes.
5	Interpretation: • Identify and explain patterns and connections. • Link themes to theory where appropriate.
6	Presenting Findings and Analysis: • Select extracts from interview to support analysis. • Ensure analysis relates to research questions and literature. • Present findings and analysis.

3.5.3.1 Data familiarisation.

The process of data familiarisation commenced with the transcription of the interviews, during which initial ideas and questions raised by the data were noted. Each interview audio recording was manually transcribed, and the resultant word document electronically filed in a folder on a password protected device to avoid unauthorised access to the data (see section 3.6 Ethical considerations). Manual transcription was chosen in preference to the use of transcribing software or services to enable the researcher to become more immersed in the data than might have been achieved otherwise (Braun and Clarke, 2006).

Each word spoken in the interview was transcribed, known as 'orthographic transcription' (Braun and Clarke, 2013:162). Silences, hesitations, tone of voice and word emphasis were not noted in the written transcript as this was not deemed to be as important as producing

a record of what was said. Braun and Clarke (2013;169) suggest that, unless using critical analytic methods such as grounded theory, a 'thorough' orthographic transcript captures sufficient detail for analysis.

More in-depth data familiarisation was undertaken once the first fifteen interviews had been completed. This was achieved through reading and re-reading the interview transcripts during which ideas and responses that were repeated throughout the interviews were highlighted, and initial ideas for coding were noted. Re-reading individual interviews made it possible to identify whether events or previous experience were mentioned in relation to responses later in the interview, and whether these complemented or contradicted earlier responses or views expressed. This same approach was also adopted for the final five interviews.

An example of these notes from the interview with Frances is provided in Table 9 (page 113).

3.5.3.2 Initial Coding

Once all the interviews had been transcribed, the following question was asked in relation to the participant responses, 'What is this expression an example of?' Ryan and Bernard (2003:87). This, and the initial notes made on the transcripts, facilitated the development of codes within the data. All data extracts (words/phrases/statements) relating to these codes from the interview were then grouped together on a wall using post-it notes. Codes were labelled to indicate what the code captures within the data. Single name codes such as 'Financial' and 'Flexibility' were avoided as these can lead to the adoption of a semantic approach and the development of domain summaries instead of themes. Instead labels such as 'provide greater reliability of income', 'need to supplement income', and 'make a contribution' were used. This provided a large, visual map of the codes and their relevant extracts and enabled refinement of codes through the easy movement of statements within codes as analysis and reflection on the data progressed.   Figure 18 (page 114) provides an example of initial labelling and potential clustering of aspects of interest from analysis of interviews.

Table 9: Extract from interview with Frances and accompanying initial notes.

Extracts from interview with Frances	Initial notes	Questions extract raises
I get paid to stand up in front of the students and I get paid a slightly higher rate, but I don't get paid for preparation.	Receives no payment for teaching preparation	Feelings of unfair treatment in relation to pay?
I can't be guaranteed anything (teaching)	No guarantees of future work – insecure work	How might this be influencing satisfaction with and perceptions of multiple job holding?
I don't get paid for half term week (in academic role)	No payment for half term (non-teaching weeks)	Feelings of unfair treatment in relation to pay/permanent contracts?
[previous full-time job] was not sustainable you know it was just relentless you had to spend a lot of time, I mean I found myself spending a lot of time preparing in the evenings and then going into work for half 8 till maybe 6:00 o'clock, five days a week and it's just not sustainable. It's completely relentless. If you work in industry sometimes you've got to do those sort of hours, but you do have a break you don't have to do that all the time, at [name of organisation] it was just relentless and it really just took the joy out of it all for me really	Previous role not sustainable due to hours and expectations (organisation)	How might previous experience influence what she is seeking to achieve through multiple job holding?
The reason I still work at [name of institution] is that… my friend who's teaching on this other course said that she would have real problems with that course because they need someone to teach [subject area] so I do that for her	Demonstrating loyalty to friend	Commitment to friend *not* institution?
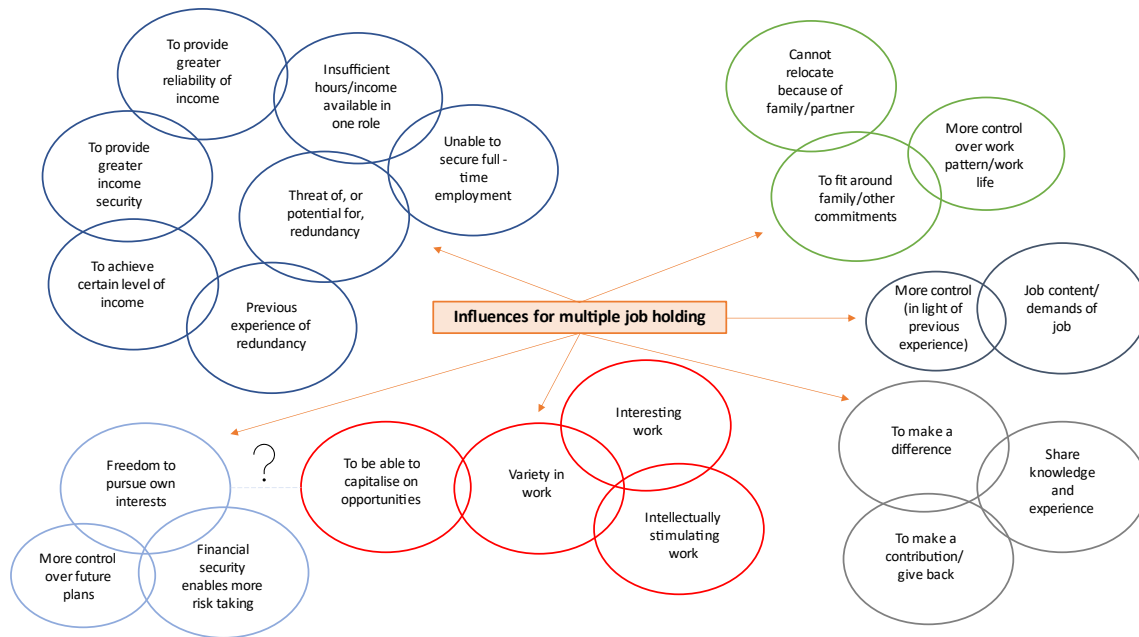
Figure 18: Example of initial labelling and potential clustering of aspects of interest from analysis of interviews.

A matrix using an excel spreadsheet was then created into which statements relating to each code were collated to allow for comparison of data and identification of similarities and differences across the interviews. This approach also made it possible to see where data extracts may appear under multiple codes or where overlap may occur. Data extracts that demonstrated these codes but appeared to contradict predominant views were also included. The transcripts were re-read, and codes were reviewed and amended several times as analysis progressed. Ryan and Bernard (2003) suggest that the more a code is repeated the more it is likely to be important. In this study, unlike in approaches such as content analysis, the frequency or prevalence of single word within the data was not considered important (this is discussed further in section 3.5.3.3).

Table 10 provides examples of initial coding and associated interview extracts.

Table 10: Examples of initial coding and associated interview extracts.

Initial Code	Participant Pseudonym	Interview Extract
Provide greater reliability of income/financial stability	Daniel	*… it would be nice doing something that I could fit in with my business... that I could count on it, it was going to give me an income.*
	Kathryn	*… the [permanent] job came about again when personal circumstances were tricky, and I needed another job and something that was a bit more reliable so when I saw the part time job and saw it was permanent and that was why I applied, it would give me stability, financial stability above everything else.*
	Barbara	*… the stability of that wage really from that role so that I can always rely on the fact that I have money so that is important to me to have that.*
Insufficient hours/income available to provide sufficient income	Eric	*I didn't really seek multiple jobs I was seeking ideally a full-time job** but [name of higher education institution] would only offer me part time hourly paid... so to a certain extent the recent multiple jobs has been as much as a necessity as choice.* (** also see initial code 'no full-time job available').
	Kathryn	*… partly for income… I needed to keep supplementing my income, so I worked in the…*
Provide greater income security	Alan	*I think initially it was recession... to find something that was a little more secure during what looked like was going to be a bit of a rocky period.*
	Georgia	*… so there was that little bit sort of security*
	John	*The benefit of the portfolio is that obviously if one of those [jobs] goes pear shaped I can generally migrate into the others*

As the matrix above demonstrates some overlap of the data existed within the codes established and the matrix does not capture the context or the individual circumstances of each individual. Neither does it show how responses to individual questions were confirmed or contradicted within the interview. Therefore, whilst the matrix is useful in capturing isolated statements, this approach does not facilitate an understanding of the complexities of, and connections within, the data. It does not show how personal circumstances such as caring responsibilities and previous employment experience are connected. To overcome this, concise narrative summaries were created from data within each interview. These narratives provided context for the coded data.

Software programmes such as NVivo are useful in the coding process as they can manage, code, and categorise large amounts of data, and provide evidence of methods used in this process (Maylor *et al*., 2017). However, the use of computer software distances the

researcher and encourages a 'mechanical approach to the analysis', which is less helpful in building contextual narratives and identifying relationships within the data (Collis and Hussey, 2014:156; Maylor *et al*., 2017). This, and the importance of researcher immersion in the interview data, are the two main reasons why manual analysis was adopted for this study.

3.5.3.3 Theme development and description

Once all interviews had been analysed, the codes were then combined under themes by creating visual maps of themes. Each theme was given a brief description and codes were allocated to the themes created. This process involved movement of codes from theme to theme, the combining and fragmenting of codes, the development of sub-themes and the changing or discarding of themes and their descriptions as overlaps became evident.   The themes were regularly reviewed to ensure they were distinguishable from one another, that they were clearly defined, represented the codes and supporting data extracts (Braun and Clarke, 2006). This was then repeated to ensure coherence across the whole data set. The whole process involved 'tussling with' the data to ensure that analysis developed addressed the research questions (Braun and Clarke, 2016:741).

The repeated reading of the data at this stage, both intra- and inter-textually, helped to identify similarities and differences within and across the data (Ryan and Bernard, 2003). This process also facilitated inter-textual comparisons. The analysis of similarities and differences has been referred to as 'categorising strategies' in which comparison of data within the same theme can help to develop theoretical concepts, with the identification of relationships within the data described as 'connecting strategies' (Maxwell, 2013:106). Whilst the former enables data to be allocated to themes independent of context, the latter enables connections to be made between statements within the data. To support the identification of relationships in the data, questions were asked as to what conditions are/were likely to have prevailed for the way in which each theme was talked about (Braun and Clarke, 2006) or 'what is the basis for this point of view' (Priest *et al*., 2002:33).

As this study adopts a constructivist ontology, it is acknowledged that the way in which participants spoke of their experience should not be treated as 'a transparent window on their world' (Braun and Clarke, 2006:95) making it important to provide context and include this in the discussion of findings from the analysis. These strategies enabled ideas about broad themes to be developed. It is argued that both strategies are required for a comprehensive explanation of the data (Maxwell, 2013; Creswell and Plano Clark, 2017).

Relationships between themes and sub-themes were considered and a mind map showing overarching themes, sub themes, codes and possible relationships was created. Whilst repetitions within the data are often indicators of important themes, themes are not necessarily determined by how frequently they appear within a single interview or across multiple interview data (Braun and Clarke, 2016).   Instead, of paramount importance, is the relevance of the data in addressing the research question and the 'patterning across data items' rather than frequency of appearance (Braun and Clarke, 2016:741). The broad themes established from the analysis of the data were then grouped together into larger dimensions which could then be compared and discussed in the context of relevant theory and literature.

3.5.3.4. Interpretation of the data

At this stage decisions about which themes are the most salient as well as how they relate to one another is required (Ryan and Bernard, 2003:103). This involved integrating the coded, themed data and contextual data provided by the narrative summaries. By applying context to the coded and themed data, a greater understanding of perceptions and work experiences of multiple job holding and how these and factors influencing multiple job holding may influence work attitudes of job satisfaction and organisational commitment was possible. The iterative process of moving between the coded and themed data provided a more holistic approach to the interpretation of the data.

Summaries of findings were written intermittently throughout the process of analysis. According to Hussey and Collis (2014) this helps to identify shortcomings and develop generalisations or new theory.   Patterns and connections within the themes were identified and these themes were then linked to theory where appropriate. A pattern may be characterised by, for example, similarity, difference, sequence or 'correspondence (they happen in relation to other activities or events)' (Saldana, 2009:6).

Table 11 is an example of the theme and sub-themes developed from the analysis of the interview data, together with their descriptions, in relation to influences for multiple job holding. The remaining themes and sub-themes developed from analysis of the data, together with their descriptions are provided in **Appendix 5**.

Table 11: Influences for multiple job holding – themes, sub-themes, and initial codes.

Influences for multiple job holding - main/overarching theme	Influences for multiple job holding - sub-themes	Influences for multiple job holding - examples of initial codes
'Seeking control through multiple job holding'	The need to achieve *'financial stability'*: Captures the need to achieve a sufficient level of income that is stable and reliable.	Achieve greater reliability of income/financial stability.
		Achieve a sufficient/certain level of income as hours/income available insufficient.
		Provide greater income security.
		Compensate for threat of, or potential for redundancy.
		Because of previous experience of redundancy – self or partner.
	The need for *'flexibility'*: Identifies the need for flexibility in work life and working patterns to accommodate other commitments.	Fit around family commitments.
		Fit around personal life/ home life.
		Put family first.
		Fit around business commitments.
	The need to establish *'boundaries'*: Illustrates the need to establish boundaries around work life based on previous job experiences.	Reduce work intensity.
		Avoid repeat of burnout.
		Because previous experience of full-time work pressure *'unsustainable'*.
		Protect well-being and health.
		Because previous job *'all consuming'*.
	The aspiration for *'freedom'* to follow *'own agenda'*: Explores the freedom to pursue own interests, work goals and a work life balance.	Freedom to *'do what I want'*
		Be able to create a clear plan.
		Take risks.
		Capitalise on opportunities.
		CV/ career development.
		Maintain contact within the [academic/non-academic] sector.
	The aspiration for *'variety'* and *'interesting'* work: Highlights the hope for interesting and varied work, that is enjoyable and stimulating.	Avoid boredom
		Explore something new
		Find work that is enjoyable, stimulating, or interesting
	The aspiration to *'make a difference'*: Encompasses the hope of making a difference to others through sharing of knowledge, skills, and experience.	Pass on knowledge, share wisdom
		'Give something back', to contribute to society.
		'Make a difference'

Extracts from the interviews which support the analysis and interpretation of the data were then selected for inclusion in the thesis.

3.5.4 Section summary: data analysis process

This study applies a data-driven, inductive thematic analysis method of analysis to the interview data. The rationale for this approach was that it was considered the most appropriate for addressing the research objectives in the context of the issues identified in chapters one and two of this thesis.

Reflexive (Big Q) thematic analysis, where coding and theme development are guided by the content of the data, was applied in this study meaning that *themes were built from codes* as opposed to *themes being pre-determined* and used as a guide for the analysis. During the coding and theme development process, reflective memos were maintained which noted emerging patterns and insights. These memos focused on reflections in relation to how the data addresses the research questions; the links and connections in the data; possible limitations identified in the process; and potential directions for future research.

This section has explained the process of data analysis and how themes were generated. It has detailed how codes were identified within the data. Braun and Clarke's (2006; 2013) six steps involved in the thematic analysis of interview data are described. The six steps are: data familiarisation; initial coding; theme development; theme definition; interpretation; and presenting findings and analysis.   These steps are supported by examples which show how initial codes were identified and themes and sub-themes were developed.

Ethical issues associated with research have been considered at each stage of the research design and process for this study. These issues and considerations are discussed in the next section.

3.6 Ethical considerations

Ethics in research is concerned with the way in which research is performed and the reporting of findings (Collis and Hussey, 2014).   Many of the ethical considerations associated with research can be foreseen and accounted for in the research planning and design (Saunders *et al.*, 2018). Table 12 identifies the ethical issues considered at each stage of this research. It is noted that the participants' right to quality research is required at each stage, as is respect for the participants and their contribution to the research (Bannister *et al.*, 1995; Saunders *et al.*, 2018; Breakwell *et al.,* 2020).

Table 12: Ethical issues considered at each stage of the study (adapted from: Creswell, 2014; Collis and Hussey, 2014; and Saunders *et al*., 2018).

Developing the Research Design	• Sponsoring organisation/institution's ethical approval must be obtained prior to conducting research. • Relevant ethical code of conduct or policy must be accounted for when designing the research. • Sufficient information must be available to ensure participants will be fully informed, for example, with regards to the purpose of the research, their involvement in the research and what happens to the information provided during the research process. • Permission and access to participants needs to be considered and agreed. • Design should ensure participant's privacy.
Data Collection Process	• Sufficient information must be provided to the participant to enable informed consent. • Participants should be advised that their involvement in the study is voluntary. • Participants should be informed of their right not to answer a question(s) and their right to withdraw from the study at any time during the process. • Participant's right to confidentiality and anonymity must be assured. • Participants should not be harmed or deceived during the research process. Research should not contribute to discomfort or anxiety on part of participant. • Participant and researcher safety must be considered, for example, when conducting interviews in participant's own home/researcher's office premises. • Consideration should be given to potential reactions/responses to participant reflections on experience and perceptions in relation to this study. Whilst adverse reactions are not expected given the nature of the questions in this study, this cannot be guaranteed. • Whilst all attempts to eliminate the possibility of conflicts of interest occurring, should they exist, must be declared with appropriate action taken to ensure no harm or deception to participant or researcher. • The process for data storage and management must conform to legal requirements and ensure security of data to preserve confidentiality.
Data Analysis Procedures	• Participant's right to confidentiality and anonymity must be maintained. • The data must be used for its original purpose and analysed in a way that is fair and avoids misrepresentation.
Reporting Findings	• Findings should not be misleading, misrepresentative or falsified. • Findings should be reported in a manner appropriate to the area of study and should respect privacy and confidentiality of participants and employing organisations.

The university's ethics policy was adhered to throughout this study. The proposal for this research was submitted to the university's ethics committee for approval. The proposal detailed the research design and included the Information Sheet and the Consent Form to be provided to participants. Approval was confirmed in a letter from the Head of Ethics within the Faculty. The Information Sheet provided the participants with the following information to enable informed consent: the purpose of the study; the anticipated duration of the interview; how data will be managed and stored; the voluntary nature of the study and their right to withdraw from the study; and a broad outline of the areas to be explored during the interview.

The Consent Form asked participants to confirm their understanding of the above, that they had been given the opportunity to ask questions about the study, and that their identities would remain confidential. Following the pilot interview, an addition was made to the Consent Form which confirmed the identity of their employing organisations would also remain confidential (as noted in section 3.4.4). The Consent Form highlighted that any comments used in the interview would be anonymised. In assuring confidentiality and anonymity, greater openness in responses to questions asked during the interview is encouraged (Bannister *et al.*, 1995; Collis and Hussey, 2014). The Information Sheet and Consent Form, supported by the opening statement read to participants at the outset of each interview, provided sufficient information for informed consent to occur. Access and permission to contact participants is detailed in section 3.4.2.

It is also important to be cognisant of the intrusion being made into the lives of the participant, however small this intrusion may be (Maxwell, 2013; Bryman and Bell, 2018). Therefore, steps were taken to minimise some of this intrusion by, for example, scheduling interviews at the convenience of the participants.

To respect the privacy of the participants in this study and maintain anonymity, each participant was given a pseudonym as is typical in qualitative studies (Creswell, 2014). To ensure the data was stored in accordance with the General Data Protection Regulations (GDPR), the interview recordings and transcripts were stored on password protected electronic data files and the interview recordings were deleted following transcription of the interviews.

As this study involves a qualitative strategy, it is important to account for the views expressed by the participants as not doing so can marginalise participants perceptions and understanding and even 'conceal or facilitate oppression or exploitation of the group

studied' (Maxwell, 2013:53). In addition, in reporting findings, it is essential that data is not fabricated or omitted and that results are not falsified (Ang, 2014). To provide evidence that there has been no fabrication and falsification and that all efforts have been made to avoid omissions within the data, a clear and comprehensive description of the different stages in the research design and process, together with an articulation of underlying assumptions, have been documented within this thesis.

3.7. Personal reflection and reflections on the research process

Cunliffe (2016:741) defines reflexivity as 'Questioning what we, and others, might be taking for granted—what is being said and not said—and examining the impact this has or might have'. This involves examining our beliefs and assumptions, and how these and our experiences may influence our actions, and our interactions with other people.

Given the importance of researcher reflexivity and reflection on the research process, a reflexive diary and reflective memos were maintained throughout the research process. This facilitated questioning of how my background, experience and values could or have influenced the research process. Reflections on the theories used to help me understand multiple job holder's perceptions and experiences of multiple job holding and the appropriateness of research methodology were noted. As highlighted in chapter one and in this chapter, the research design was changed during this study. Reflections on my roles as an academic, as the researcher and interviewer, and my relationship with participants were explored. Reflection in action and on action were explored using Schon's (1991) reflective model. Many hours were spent worrying over possible alternative interpretations of the data to ensure in my analysis I was representing and honouring the views and voices of the participants in this study. The following sections of this chapter explore some of these reflections.

3.7.1 My background and values

I have worked hard throughout my life, and I am appreciative of the opportunities that I have had in life and work. As a young person I enjoyed school and received a good education. On leaving college I went on to enjoy a successful and fulfilling career in industry and more latterly working as an academic in higher education. For a significant part of my career, I have held management or strategic leadership roles. Whilst working full-time I completed several part-time programmes of study achieving post graduate qualifications in strategic human resource management. I also completed a BSc in

Psychology as I have always had an interest in understanding more about the way people think and behave.

My interest in people stems from my experiences of growing up in a family where one parent drank alcohol to excess and, later as an adult, seeing her die of liver cirrhosis and multiple organ failure. The experience of living with and surviving these challenges as a child growing up at a time when children had no 'voice' and the schooling system did not have the responsibility it does for student well-being have influenced my interest in, and strong commitment to, fairness and fair treatment of others.

Later in life, I became a volunteer advocate for disadvantaged and vulnerable young people. This role amplified my belief in the importance of environment and the role of others in individual well-being, attitudes, and behaviours.

These beliefs and my interest in fairness extends to the workplace. In my roles within industry, I have observed inequalities in opportunities and treatment of staff engaged on non-standard contracts and although I tried to make incremental changes to support and improve this situation, it was not always successful. I am therefore aware of the conflict that exists between my work roles that suggest a managerialist perspective and my home life that lends itself to challenging this perspective in seeking fairness, having a 'voice', and equality of treatment.

I acknowledge therefore that my background, biases, values, and perspectives influence the research process. My values-orientated approach, my desire to provide a 'voice' for those who may not enjoy equality of opportunity or fair treatment, with the hope that this leads to greater awareness, better conditions for living, and improved well-being underpin my leaning towards pragmatism in research. In acknowledging this, a reflexive diary and reflective memos were maintained throughout the research process.

3.7.2 Reflecting on the theories used in the study

I am conscious that in teaching organisational behaviour and human resource management and development, I discuss and examine classical management theory and concepts commonly applied in the workplace. In critiquing these theories and concepts with students, encouraging students to explore possible alternatives and perspectives, it is my hope that they will be more able to confidently challenge, rather than merely accept, existing work practices. This, I acknowledge is reflective of my background and experiences and the responsibility I feel for improving working conditions.

In the same way, in exploring the literature for my study, I found myself questioning some of the claims made. For example, I questioned the assertations made by the protean and boundaryless career concepts of individual freedom and flexibility associated with these concepts. The concept of commitment to one organisation in the case of multiple job holders, particularly one that uses precarious contracts of employment meaning a shared vision of the future or a future relationship is not guaranteed, also seemed to me to be counter intuitive. This, together with changes within the higher education sector, suggested to me that the external environment, the social and political context, plays a more significant role than is assumed in some of the literature. As such, an inductive approach seemed more appropriate for data analysis rather than a theory-driven approach or the use of a conceptual framework as a *template* for data analysis. This then had implications for the research design.

3.7.3 Reflecting on the research methodology applied in the study

As noted in section 3.3.1, the initial research design for this study involved the use of a mixed methodology. However, the issues outlined above prompted me to reconsider this approach in favour of a single qualitative approach to data analysis.

The decision to change the design was further justified during the data collection stage when it became apparent that the proposed quantitative approach to data analysis would not adequately reflect the complexity of individual circumstances and how these and perceptions and experiences influence individual commitment to their employing organisations.

I also began to feel uncomfortable with the notion of quantifying the data as I felt that by reducing the data in this way, it would not do justice to honouring the participant's voices and perspectives. I spent many hours internally debating as to whether increasing validity and credibility of the research would be more effective in raising awareness of the experiences of multiple job holders, or whether highlighting the complexities of their situations was more important. After much deliberation, given my own values, and compounded by the questions raised by the review of literature, I decided to revise the research design.

3.7.4 Reflecting on my roles and relationships

As an academic and manager, and in my role as researcher for this study, I was aware that I have outsider and insider status. I work as an academic within UK higher education teaching organisational behaviour and human resource management. This means I have

insider knowledge of the sector and of theories and concepts associated with human resource management. However, as a full-time permanent member of staff, although I have observed some of the issues experienced by multiple job holders in the workplace, I recognise that it is important not to assume my work experiences and commitment are similar to the experiences of those employed on multiple and non-standard contracts. Furthermore, as a manager with teaching responsibility working within higher education I may be perceived as having both an outsider and insider status.

I was concerned that my work circumstances (full-time and permanent) and roles (academic and manager) may influence participant's responses to me in my role as researcher and interviewer in this study. However, to ensure transparency and aligning with my values of honesty and openness, I decided that not disclosing these details to participants would be unethical.

Therefore, I was aware of the potential for a perceived asymmetry of power in the interviews. I reflected that it was possible that participants may perceive me as a specialist in the field of human resource management because of my teaching discipline and/or as someone who condones the use of casual contracts given my role as a manager within higher education. Consequently, prior to the interviews, consideration was given to how any potential perceptions of power imbalance might be managed. These considerations resulted in the communications prior to the interview and the way in which the interviews were conducted, the details of which are explained in 3.4.1 and 3.4.4.

3.7.5 Reflecting on my interpretations of the data

The analysis and interpretation of the interview data was the stage of the research process over which I agonised and internally debated the most. My desire to ensure that I was accurately capturing and presenting the views of the participants in this study meant that I read and re-read the interview transcripts, coding, and re-coding, checking the codes within and across the interviews. Initially the weight of responsibility I felt in getting it 'right' was a barrier to progressing with the analysis and articulating my findings.

I was conscious that my knowledge, personal and work experiences may influence my interpretation of the data and the meanings ascribed to the themes developed from the analysis. I was also frustrated by the experiences of the multiple job holders and initially became distracted from the perspective of the individual, by focusing on the 'control' exerted by organisations, and what organisations could and should do to resolve or eliminate the issues experienced. However, in recognising this as a distraction (prompted

by my PhD supervisors), I was able to redirect my focus, and maintain an open mind, giving me the confidence to continue with the analysis and interpretation of the data to give an insight into the experience of multiple job holding from the participants' perspective. Engaging in conversations about the study with academic colleagues, PhD supervisors and other PhD students helped me to articulate my thinking and knowing that others were or had experienced the same struggles was re-assuring.

3.8. Chapter summary

The approach adopted by this study is one of pragmatism, also known as 'engaged constructivism' (Easterby-Smith *et al.*, 2018: 82). The epistemological stance is one of interpretivism which acknowledges the subjective nature of experiences. This stance acknowledges the role of researcher values in the research process. As a pragmatist whilst having an appreciation for the views of positivism and interpretivism, it is believed that the research question should determine the methodology and methods used in a research study. In this study a qualitative methodology was applied using semi-structured interviews.

Twenty interviews were conducted in this research with participants recruited via a snowball sampling technique, the benefits, and limitations of which were explored in this chapter. Participant's profiles are described and issues of validity and reliability in qualitative research were addressed. The way in which the interviews were conducted is explained.

Reflexive thematic analysis, an inductive approach to data analysis, was applied to the interview data with rationale for this approach provided. The process of coding and theme development is detailed, with supporting examples.

Ethical considerations in relation this research are described and a personal reflection, together with reflection on the research process are included. These reflections acknowledge how personal background, experiences and values have influenced the research process.

The next two chapters present the findings from this study, supported by extracts from the interviews. The purpose of chapters four and five is to present the participant's voices and therefore discussion of theory in relation to the findings is not included in these chapters but is examined in chapter six.

4.0 Chapter Four – 'Seeking Control Through Multiple Job Holding'

The previous chapter discussed the research methodology applied in the design of this study and the reflexive thematic analysis approach used in analysing the data from the interviews. This chapter is the first of two chapters presenting the study findings. In this chapter the following research questions are addressed: What do multiple job holding academics working in UK higher education institutions identify as the factors influencing their multiple job holding; and what are these academics seeking to achieve through their multiple job holding?

The findings from this study identify that, for many participants, a variety of diverse factors influence multiple job holding. These factors relate to personal circumstances and aspirations. Findings suggest an overall desire for greater control over their working life to align with personal circumstances and realise these aspirations.

The chapter is structured as follows: firstly, the aim and objectives of the study are restated. This is followed by a summary of the literature relating to factors influencing multiple job holding examined in chapter two. An overview of the development of the themes relating to the factors influencing multiple job holding is provided. The six-sub themes are then presented, together with extracts from the interviews. The overarching theme of seeking control through multiple job holding is outlined. The chapter then identifies how participants define their primary jobs and concludes with a summary of key findings.

As noted in chapter one, this study focuses on the perceptions and experiences of academic multiple job holders. Therefore, it is important that this, and the next chapter, concentrate on capturing and presenting the views of the participants in this study. The findings from this chapter and chapter five are then critically discussed in chapter six, in the context of the literature including that reviewed in chapter two.

4.1 Study aim and objectives

The aim of this study is to explore the perceptions and work experiences of multiple job holding academics working in UK higher education and contribute to research in this area by: capturing what academic multiple job holders working in UK higher education institutions identify as the factors influencing their multiple job holding; exploring their perceptions and work experiences of multiple job-holding and; examining how their work

attitudes of job satisfaction and organisational commitment may be influenced by these work experiences.

Contemporary career theory, specifically the protean and boundaryless career concepts, suggests a shift in career orientation has resulted in changes in the employee – organisation relationship (Hall, 1996; Clarke, 2013). However, this claim has been criticised for not taking sufficient account of external factors influencing career decisions (Guan *et al.,* 2019). In addition, there is limited research which seeks to understand whether employment status influences work attitudes of job satisfaction and organisational commitment, particularly in relation to those who hold multiple jobs (Broschak *et al.,* 2008; Cam, 2012; Campion and Csillag, 2021). Therefore, this study explores factors influencing multiple job holding as this provides the context from which an understanding of the perceptions and work experience of multiple job holders, and their work attitudes of job satisfaction and organisational commitment can be gained. The research objectives of this study, as presented in chapter one, are to:

a) Capture what multiple job holding academics, working in UK higher education institutions, say are the factors influencing their multiple job holding.
b) Explore their perceptions and work experiences of multiple job holding.
c) Examine how their work attitudes of job satisfaction and organisational commitment may be influenced by their experience of multiple job holding.

4.2 Summary of the literature relating to factors influencing multiple job holding

Much of the early research on drivers for multiple job holding indicates financial reasons and the improvement of living standards as key drivers (Guthrie, 1969; Alden, 1977; Kahn and Lang, 1987). Economic reasons have been cited as the primary factor influencing multiple job holding with, for example, a constraint on hours or earnings limiting income potential, as well as job insecurity, leading to individuals seeking additional employment (Kimmel and Conway, 2001; Boheim and Taylor, 2004; Wu *et al*., 2009; Hipple, 2010; Hirsch *et al*., 2016). The loss of employment or previous experience of unemployment, and the need to guard against loss of income has also been found to be an influencing factor (Kahn and Lang,1987; Bell *et al*. 1997).

However, research also suggests that multiple job holding is influenced by the desire to achieve non-financial benefits and opportunities not provided by the primary job (Kimmel and Conway, 2001; Wu *et al*., 2009; Dickey *et al*., 2011; 2015). These benefits include

greater flexibility to combine work and family life through having two part-time jobs (Dickey *et al.*, 2011). Jobs in different occupations can offer different and complementary opportunities such as gaining new experience, skills, or access to training or new professional contacts and networks (Paxson and Sicherman, 1996; Bell *et al.*, 1997). So, whilst some research suggests a binary division of push *or* pull factors, or compulsion *or* choice factors exist, research also identifies multiple and overlapping factors based on push *and* pull factors of circumstances or context *and* individual choice (Bamberry and Campell, 2012; Campion and Csillag, 2021).

Despite there being little research that explores factors influencing multiple job holding amongst academics in higher education specifically, 'stimulating work', a 'passion for the field of study' and the 'opportunity to contribute to knowledge' have been found to be the primary attractions for working in academia in a study of academics on standard and non-standard contracts in Australia (Bexley *et al.,* 2013:389). Figure 19 below summarises the factors influencing multiple job holding identified in chapter two.
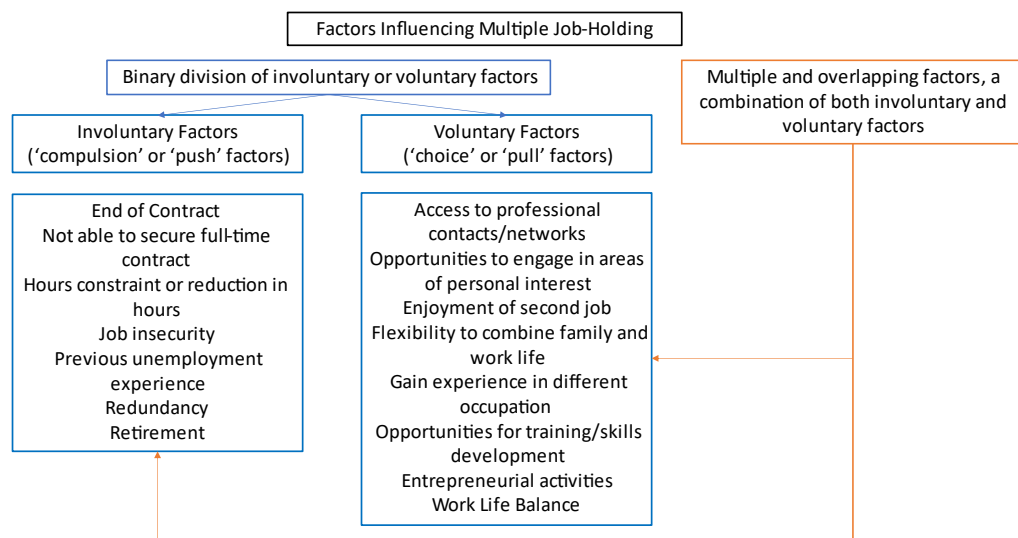
Figure 19: Summary of factors influencing multiple job holding identified in the literature.

In chapter two (section 2.1.3) the issue of ambiguity in relation to the terms, *primary* or *main* and *secondary* or *second* jobs was highlighted. The primary job has been defined in the literature as being the 'good' job, that is the one which offers the highest earning capacity, the highest number of hours and other work-related benefits relating to job quality, such as training, flexibility, and support (Kalleberg, 2000; Broschak *et al*., 2008) as outlined in Figure 20.

Primary job:	Second job:	Secondary job:
'Good' job with earning potential and/or work-related benefits, e.g. training.	Same/different occupation, offers non-financial benefits, not offered by primary job, is of interest, provides flexible working patterns, offers greater job security, offers access to professional networks.	'Bad' job – low skills requirement, little or no training, high staff turn-over and low job security.

Figure 20: Summary of characteristics of primary, secondary and second jobs.

However, the increasing occurrence of multiple part-time jobs, where hours and earnings for each part-time job are either comparable or can vary over time, the definition of the primary job as being related to income earned and highest number of hours is problematic (Bamberry and Campbell, 2012). Given this dilemma, the participants were asked which job(s) they considered to be their primary job(s) and their rationale for their choice. Participant identification and definition of their primary job could provide further insight into their perceptions and experiences of multiple job holding.

4.3 An overview of the themes relating to factors influencing multiple job holding developed in this study

Initial coding of the factors influencing multiple job holding for participants in this study led to the development of six sub-themes and an overarching (main) theme of 'seeking control through multiple job holding' (or the desire (strong feeling of wanting) to seek greater control). Figure 21 below shows these themes with examples of factors associated with each theme. Initial codes have not been included here to avoid over-complicating the illustration. However, the process by which the data was analysed and examples of factors, their initial codes and theme development can be found in the previous chapter (see sections 3.5.3.2 and 3.5.3.3).

The diagram shows three concentric ellipses labeled (from outer to inner) **Factors**, **Sub-Themes**, and **Main Theme**, surrounded by interview quotes.

Outer quotes (left side, top to bottom):
'…initially it was the recession…'
'…after my redundancy, we were eating into our savings…'
'…would only offer me part-time, hourly paid…'
'…to try and equal out' the 'the ups and downs' of self employment
Need to 'keep supplementing my income' (insufficient hours)
'…fit in with my business…'
'…due to family commitments really…'
Full-time 'just didn't work for me with young children'
'…the incessant work loads and the demands.'
'I burnt out'
The job was 'completely relentless'
Reached a stage of 'compassion fatigue'
The work was 'too intense' and 'all consuming'

Outer quotes (right side, top to bottom):
'freedom to do what I wanted and [follow] my own agenda'
'…freedom to walk away from anywhere, at any time'
Having the 'freedom' to capitalise on 'opportunities'
'I was just bored'
'I wanted something that was a bit more intellectually stimulating'
'…something that presents a challenge, that is interesting and stimulating…'
'I do need variety'
'it's the cliché thing of sharing, wanting to give something back'
'sharing what I know, what I do'
'…sharing the wisdom…make a difference'

Sub-Themes (middle ellipse):
The need to achieve 'financial stability'
The aspiration for 'freedom' to follow 'own agenda'
The need for 'flexibility'
The aspiration for 'variety' and 'interesting work'
The need to establish 'boundaries'
The aspiration to 'make a difference'

Main Theme (inner ellipse):
Seeking 'control' through multiple job holding

Figure 21: Seeking 'control' through multiple job holding: an illustration of factors and themes.

The six sub-themes are: the need for 'financial stability', 'flexibility', and the need to establish 'boundaries'; the aspiration for 'freedom' to follow 'own agenda', 'variety' and 'interesting work', and 'to make a difference'. Each of these themes, and the overarching theme of 'seeking control' are illustrated more fully in sections 4.4 and 4.5, supported by extracts from the interviews. In developing the six sub-themes, the terms 'need for/to' and 'aspiration for/to' were consciously selected as they are defined as the verbs 'must have' and the 'hope to achieve something' respectively (Cambridge Dictionary [online], 2020). These terms seemed an appropriate development to the initial codes in capturing the essence of what the participants were saying in relation to the factors influencing multiple job holding discussed in the interviews.

The motivations of compulsion and choice in relation to multiple job holding have already been highlighted (Brown and Gold, 2007). As such it could be argued that the findings of this study are reflective of these existing concepts or indeed that the terms 'need', and 'aspiration' are merely re-labelling/re-wording of these concepts. Whilst this view is acknowledged, in seeking to present the voices of the multiple job holders themselves through this study, it is important to use their words in the identification of the factors and in the framing of the theme and sub-themes developed.

By using their own words, this study highlights a more complex, multilayering of factors influencing multiple job holding situated within the context of personal circumstances and economic fluctuations which a purely binary division of compulsion or choice does not fully address. In addition, this study goes beyond the identification of influencing factors to gain an understanding of what it is the participants are seeking to achieve through multiple job holding. As such, it was helpful analysing the perceptions and experience of multiple job holding when considered in the context of their 'needs' and 'aspirations'.

The six sub-themes are linked to the overarching theme of 'seeking control' through multiple job- holding. The term 'control', defined as the 'person's belief that he or she is capable of obtaining desired outcomes, avoiding undesired outcomes, and achieving goals' (Landau *et al.*, 2015:695) has been used in preference to the term 'agency', an initial consideration. The rationale for this choice is two-fold. The first being that 'agency' is defined as 'the ability of actors to operate independently of the determining constraints of social structure' (Calhoun, 2002:7). Given that the individuals, due to their personal circumstances as well as other external factors and structures (for example, recession and the increasing casualisation of employment contracts), are not able to make their own free choices in this context, the term 'control' was deemed more appropriate. This notion of freedom to make choices is exemplified by Barbara who having retired from full-time work, prompted by a need for a more flexible working pattern to be able to care for elderly relatives, says there are:

> 'People that might want to choose this type of portfolio working and those that really have no choice and have to have this type of work. Even when I am thinking about myself, it's possibly quite difficult to unpick it when you think about whether it's choice or circumstances… we think we have choice but do we really.' (Barbara)

The second being that in the interviews, the participants frequently mention control in relation to multiple job holding. The theme of 'seeking control' is explored briefly in section 4.5 and is revisited in the next chapter which presents participants perceptions and work experience of multiple job holding.

4.4 The six sub-themes

This section presents the six sub-themes developed from the analysis of the interview data. For many participants there are several factors influencing multiple job holding featured across the six sub-themes. This is discussed further in section 4.4.7. Not surprisingly, given

the turbulence of the economic climate and increased casualisation of employment contracts including within UK higher education, financial factors linked to this first theme were identified as being key influences in this study.

4.4.1 The need to achieve 'financial stability'

In this study, the factors identified as leading to the need to achieve financial stability included recession and fluctuations in the economy, with economic fluctuations, and the availability of jobs or contracts, impacting on the earning potential of both employed and self-employed. Redundancy (actual and/or threat of), insufficient income or hours to provide sufficient income from the first job, and the end of fixed term contracts were also identified by the participants.   For many participants in this study, the need to achieve financial stability through having a *secure* and *reliable* income was of paramount importance.

This is exemplified by Alan, who has a part-time, permanent academic role alongside running his own business, and cites economic recession as an influencing factor for multiple job holding:

> 'I think initially it was recession… And I thought, yes this could get tricky.
> The other thing about self-employed work is the ups and downs of it, so
> there'd be months when I was earning wonderfully and then months when I
> was earning very little. So, in a way, the initial kind of approach to the
> university was to try and equal out some of that income. And kind of find
> something that was a little more secure during what looked like was going
> to be a bit of a rocky road.' (Alan)

Likewise, Georgia, who also has a part-time, permanent academic role in addition to running her own business, says that as the business is '*young*', her permanent academic contract provides a *'little bit of [financial] security',* not afforded by her business.

John, who runs his own business alongside a part-time, permanent academic role and several part-time hourly paid academic contracts, says of fluctuations in the economy:

> 'The [business] kept making me money for a few months and then it
> stopped making me as much money, then it kind of went into decline… the
> benefit of the portfolio is that obviously if one of those [jobs] goes pear
> shaped I can generally migrate into the others.' (John)

For John, having a portfolio of work is a strategy which gives him some control in maintaining financial security.

Kathryn, who already had three contracts of employment; a fixed term and a part-time hourly paid academic contract as well as a part-time, hourly paid non-academic contract, says that she was looking for '*reliability'* and *'financial stability'* at a time of change in her personal circumstances. When a part-time, permanent job opportunity arose, she successfully applied for and secured her fourth job saying:

> 'The [job title] job came about when personal circumstances were tricky and I needed another job and something that was a bit more reliable so when I saw the part-time job and saw that it was permanent, that was why I applied, it would give me stability, financial stability, above everything else.'
> (Kathryn)

For John and Kathryn, a portfolio of jobs is a way of spreading the risk of potential loss of income which may result from having the more precarious part-time, hourly paid contracts.

For other participants, previous experience of redundancy or the threat of redundancy was an influencing factor for multiple job holding.   This is expressed poignantly by Eric who says, '*after my redundancy, we were eating into our savings which is clearly not a sustainable situation'*.   Eric who now has two part-time, fixed-term academic contracts adds that this experience and the loss of control had a significant impact:

> 'I am not a big control freak, but the big thing about it was when [partner] was made redundant and then four years later I was, the big thing for both of us was that you lose control, it's not within your gift anymore. Somebody else is making the decisions and sometimes it can go on. It was that loss of control and I guess once you've been through that, it's like a lot of things, once you have experienced it, you know you can talk about it, you know you can pontificate about it, but once you've experienced it, it is a completely different ball game. So that's been a driver for me.' (Eric)

Eric talks therefore about having to seek multiple jobs out of '*necessity'*, adding that as he is on fixed-term contracts, he looks for the longest contracts possible:

> 'So fixed-term contracts, they are short term, but the way I have sort of been looking at it and the way I have described it, I'm a bit like the sporting old pro coming to the end of their career and you're sort of looking around,

you know and thinking what's the best I can get. Can I get a two year

contract or a three year contract or will somebody give me a four year

contract?' (Eric)

Both Eric and John cite the criteria for full-time, permanent academic roles as a barrier to achieving full-time employment and income. Eric and John talk about applying for full-time academic positions, saying:

'I didn't really seek multiple jobs, I was seeking ideally a [full-time] job, but

[name of higher education institution] would only offer me part-time hourly

paid… in the end I gave up because, you know, every time I would apply, I

wouldn't get anywhere. Occasionally they would sit down and talk to me

and say you know the problem is that you haven't got a PhD [or] 5* or 2*

journals or whatever it is.' (Eric)

'… there is no real reason why I couldn't have migrated into a full-time

position other than I don't have a PhD which is a big thing these days.'

(John)

Although Eric and John were not offered full-time academic positions, believing the requirement for a PhD to be the reason for this, they were both offered fixed term or part-time, permanent, and hourly paid academic roles. It is assumed that the students they are teaching in their respective higher education institutions are the same as those they would have been teaching had they been employed as full- time, permanent academics.

Conversely, Richard who started multiple job holding after he completed his PhD, securing three part-time, hourly paid academic roles in addition to a fixed-term research contract, advises:

'I mean ideally I was thinking about a full-time academic role but in [year],

there was still really a kind of acceptance that for a year or two you're

probably going to have to teach in a couple of places and see if something

comes up.' (Richard)

He adds that:

'Because I was able to get so many jobs, bits and pieces here and there,

financially I wouldn't say it wasn't problematic, but I never went a month

without a pay slip.' (Richard)

Although retirement is identified as a factor influencing multiple job holding by two participants in this study, neither participant refers to the need for financial stability as being the *principal* influence for multiple job holding. Barbara took early retirement from a full-time role primarily because of a need for flexibility of work pattern to care for elderly relatives. Consequently, however, Barbara now has a need to achieve financial stability through multiple job holding. Unlike Ian, who having also taken early retirement, talks of the opportunities that early retirement has provided, saying, *'the plan was to retire and pick up bits of work but it sort of snowballed really'.* Ian's reasons for early retirement and the consequent multiple job holding are highlighted in section 4.4.3 and 4.4.4.

4.4.1.1 Summary

The need to achieve financial stability is the predominant theme in multiple job holding for many of the participants in this study, because of factors such as redundancy, economic fluctuations, or the unavailability of full-time or part-time permanent roles. Multiple jobs, it would seem provide a sense of financial security and enables participants to '*migrate*' into other roles to supplement their income should the need arise. Multiple job holding is perceived to spread the risk of the impact posed by end of contracts (for example, fixed term and part-time, hourly paid) and potential redundancy, and fluctuations in the economy.

However, the contracts that provide the extra '*security'* and '*stability'* and which are deemed to provide a '*reliable*' income and therefore offer some *financial stability,* are the part-time, permanent contracts. This is summed up by Barbara when talking about her part-time, permanent role:

> 'It's good for me to have the stability of that wage really from that role so I can always rely on the fact that I have that money, so that is important to me to have that.' (Barbara)

4.4.2 The need for 'flexibility'

The need for 'flexibility' is also a significant theme influencing multiple job holding amongst participants in this study. Factors associated with this theme, either on their own or in conjunction with factors from another theme or themes, are highlighted by participants seeking to accommodate other commitments such as family or carer responsibilities, and business needs. For example, Barbara who took early retirement from her full-time, permanent role in favour of a part-time, permanent academic role and a part-time hourly paid academic role to be available to support and care for elderly relatives says:

> 'It's due to family commitments really, the flexibility is really what I want at the moment. As I say I don't know how long I will continue working for but it's what we have to do these days at this stage of my life. This type of working suits me as it fits around other commitments in my life... I have the possibility to say no if something were to happen which is very important to my mental well-being.' (Barbara)

Barbara adds that:

> '… having come from a full-time role, it's very important to me to have that kind of flexibility at this stage of life in terms of the wider family.' (Barbara)

For Natalie, flexibility in her job role(s) is essential in terms of both location and family. Natalie needs flexibility to accommodate her family commitments saying that, *'once you have a family you need to organise your job around your personal life'.* Natalie also says she needs the flexibility to be able to relocate with her partner's work. Conversely, for John, moving out of the area to secure a full-time role is not a possibility because his partner also works full-time, and they did not wish to disrupt their child's schooling:

> '… the other thing we could have done was to move back up country and I could have gone for a full-time job somewhere. Problem then is that [child's name] is in school and that meant upping sticks so...' (John)

Mary, who had been looking to *'scale up and become director eventually'* in her previous job*,* relinquished her full-time role to relocate to join her family. Mary now has a part-time, hourly paid academic role and a role as a self-employed consultant, saying that she *'decided to move to the other approach, like fitting work to my personal life'.*

This idea is echoed by Oliver who says flexibility is important as he wants, *'more of a work life balance and being home and entertaining my six year-old',* and Sally who says that she has moved to multiple job holding, *'… for flexibility with home life'.* Sally says that as her partner works full-time*:*

> '… it's a bit of a juggling act with work. Full-time is like having a very full job and part-time is like having a full-time job especially working from home at the moment [because of Covid restrictions]… but it just gives me a little bit of balance to be able to pick up the children from school and give them a bit of stability really.' (Sally)

Laura sums up the perceived flexibility of multiple job holding as being important, enabling her to fit her part-time hourly paid role and her own business activities around her family commitments:

> 'I have a big family and family is huge, the personal life is much more important, and I run my business around that. I try to fit my business around my family, and I have the flexibility to put my family first.' (Laura)

4.4.2.1 Summary

The need for flexibility to fit work and work patterns around factors such as family and other commitments is a key theme identified in the interview data. Some of this flexibility is related to having roles where work patterns are sufficiently flexible to accommodate or align with partners jobs and work patterns.

4.4.3 The need to establish 'boundaries'

Whilst some participants are looking for flexibility in work patterns to meet the needs of their current circumstances, other participants expressed the need to establish boundaries around their work life based on previous job experiences of work intensity, pressure, and stress.

Pauline describes her previous full-time non-academic role as '*too all consuming*' and although she enjoyed the role and did not want to give it up entirely, she says:

> '… my capacity, my ability to do that full-time, it's just too full on, I wouldn't be able to do that full-time.' (Pauline)

Ian talks of reaching a stage in his previous full-time role where he recognised that his work was having an impact on his health and well-being:

> 'I think I just got grumpy to be honest with you. Burnout is probably too strong a word... I probably wasn't doing the best of the job is the honest truth… I think probably, to be fair, I had probably reached a stage where what they call, it's compassion fatigue, I started really not caring that much.' (Ian)

Whilst Ian says that he had not reached 'burnout' stage, for Frances and Thomas burnout in their previous full-time roles was a factor influencing multiple job holding. Frances talks of her full-time, academic role as being '*relentless*':

'The work was completely too hard and not sustainable you know it was just relentless… I found myself spending a lot of time preparing in the evenings and then going into work for half eight till maybe 6:00pm five days a week and it's just not sustainable… it really just took the joy out of it all for me really and I just couldn't engage in any sort of socialising during the week… I was just so busy, and I got burnt out.' (Frances)

Likewise, Thomas talks about the demands of his full-time, non-academic role, saying *'I was starting to get a bit burnt out'* and *'I had pretty much reached a point in my job when I was starting to tire of the incessant workload and the demands'*. This led Thomas to talk of the need for *'boundaries and balance'*, saying that:

'Previous knowledge of how I have fallen into bad behaviours in a sense of being available or whatever, has allowed me in all my roles to say this is where I stop, this is what I am prepared to do but I am not going beyond that and that was a massive learning point for me… these are my boundaries now because I have been ill before and this is either going to balance or it's not.' (Thomas)

4.4.3.1 Summary

For some participants, multiple job holding offers the opportunity to move away from the stresses of full-time working which in some cases has resulted in significant ill-health. The need to establish boundaries around work to ensure a more effective balance in life is identified.

4.4.4 The aspiration for 'freedom' to follow 'own agenda'

Interestingly, the analysis of the interview data shows that all participants, except Helen, cite factors included in one or more of the three 'need for/to' themes – 'financial stability', 'flexibility' and/or 'boundaries' based on their previous experiences and/or previous or current circumstances. This suggests that personal circumstances and external context are important considerations influencing multiple job holding. In addition to these 'needs'*,* many participants also expressed 'aspirations' in relation to multiple job holding. The aspiration for 'freedom' to follow 'own agenda' is presented here and is summed up by Georgia who says she was looking for the:

'… freedom to do what I wanted also, to be honest, to follow my own agenda… I'm old enough and ugly enough to think I know what I'm doing

and want to convey my own things instead of somebody else's vision. That's partly why I've got my own business.' (Georgia)

Georgia describes her journey to multiple job holding as a consciously '*organic*' one, driven by her previous experience working full-time for a large corporation. She says:

'It was a conscious organic decision if that makes any sense, I was consciously not pushing myself in a direction I was consciously letting fate take its turn a little bit. I wanted to do that because I'd had such a focused career for 10 to 15 years, I was happy to go with the flow a little bit if that makes sense.' (Georgia)

Georgia's previous experience and the consequent aspiration for the freedom to follow her own agenda is just one of several diverse and overlapping factors influencing her transition to multiple job holding, including the need for financial stability. The overlapping of factors influencing multiple job holding is explored further in section 4.4.7.

Whilst many participants, like Georgia, are seeking to achieve greater security or reliability of income ('financial stability'), for Ian early retirement provides financial security by way of a guaranteed income through pension provision. This not only allows him to create the boundaries he needs between work and other aspects of his life (section 4.4.3) but also gives him the freedom to pursue work, and agree work patterns, that align with his professional and personal interests:

'I don't have a robust contract with anyone. I'm a freelancer, it just suits me. It gives me a little bit of sense of freedom, and I can mug off in my camper van for two months at a time.' (Ian)

Similarly, Thomas says that the freedom to create a '*clear plan*' that will enable him to introduce '*boundaries and balance*' into his work life (section 4.4.3) is made possible by the knowledge that if it, *'all goes catastrophically wrong, then I can earn money so that [worry] doesn't sit there'*.

Other factors influencing multiple job holding relating to participants agendas include the aspiration to *'keep my hand in [in academia] to pave the way back into full-time teaching'* (Kathryn) and '*to keep my feet in the sector'* (Mary). The youngest participants in this study see multiple job holding as: offering opportunities for '*continuing professional development'* (Pauline); and 'extra *CV career development'* (Richard); and to engage with complementary roles or roles or give them additional credibility in their academic roles:

'I don't really want to walk away from it [non-academic role] because I feel like, I don't think you need to work in [redacted] to be relevant to the students but at the same time I feel like it gives me that bit of credibility when I'm talking to them about things. There are some of our lecturers, maybe it's just because I'm young I don't know, they don't need that. They don't feel that they need that, whereas I do feel that I need it. And maybe that will come with experience I don't know.' (Sally)

4.4.4.1 Summary

In addition to other factors discussed in the preceding themes, many participants aspirations for multiple job holding are that it will offer them the freedom to follow their own agendas in relation to work goals and/or life balance. For some participants, this freedom is facilitated by a sense of financial stability offered by guaranteed income or an open and available route to full-time employment (albeit employment left due to the demands of the role). For others, notably the youngest participants, multiple job holding is seen as a way of building experience in their academic and/or non-academic roles, and/or providing them with credibility in their academic roles.

4.4.5 The aspiration for 'variety' and 'interesting work'

Thomas talks of seeking '*variety*' in this work and, although not expressed as the sole factor influencing multiple job holding by any participants in this study, this sentiment together with '*enjoyment*' from work, and '*interesting*' and '*stimulating*' work is echoed by several participants. Pauline, for example, says she took on one of her roles because she thought, '*it would be something quite interesting to do*'. Whilst Barbara who has transitioned to multiple job holding primarily because of a need for flexibility around other commitments, refers to one of her multiple roles as offering, '*a slightly different direction and something new and quite exciting really.*'

Variety in work was so important for John that he resigned from his previous full-time role, saying:

'I was just bored… I think it was because the work I was doing was repetitive… I was reluctant to do it [resign] but I was really bored with the job, so I put my notice in and left.' (John)

For Georgia, variety of work is also key in avoiding boredom. Georgia says, '*I just enjoy having lots going on, otherwise I would get bored probably*'. Like John and

Georgia, Daniel is seeking variety in work, as well as enjoyment and work that is stimulating and says:

> 'I'm used to doing two or three things. I think just doing one thing I don't think I would particularly like it, so the idea of having two different things yeah, just doing one would be a bit boring.' (Daniel)

He adds:

> 'I am not really interested in developing my career anymore, all I am interested in is having a pleasant day and having some enjoyment, and I want something stimulating out of it.' (Daniel).

4.4.5.1 Summary

For several participants, the aspiration for varied and interesting work is influencing multiple job holding. For all participants in this study who express this aspiration other factors exist which have also had an influence on multiple job holding.

4.4.6 The aspiration to 'make a difference'

For many of the participants in this study a factor influencing multiple job holding, and their desire for a contract of employment in an academic role in particular, is to 'make a difference'. For Alan, Eric and Georgia, for example, this is because they are experienced in their field or industry and wish to share their knowledge and skills. Alan talks about being at the top of his career and thinking:

> '… hang on a minute I've done that, and I've done that, and I've done that so where do I go now… so I guess again its beginnings of giving something back, and I just think, well okay, I've got all this knowledge why not look to see if you can use it and pass some things on… I guess you reach a point in your life when you feel like you want to give something back.' (Alan)

Whilst Eric says, *'I think I have a story to tell, that's worth listening to.'* For Georgia it is:

> '… it's this cliche thing about sharing, wanting to give something back, other than just making a corporate company bigger… [and I] thought my knowledge might be useful to somebody.' (Georgia on academic role)

For Helen, sharing knowledge and keeping her academic affiliation after completing her PhD are the only influencing factors for multiple job holding. Helen says:

'I don't do it for the love of money... it is more sharing what I know and what I do. Sharing knowledge and experience not only from my continuous education all the way to PhD but also from today's job that I do. I still have very particular, specialist skills and experience in my field that not many people can have at the same time. So yeah, I still believe in sharing is always good.' (Helen on academic role)

It is worth noting here that Helen, who has a full-time, permanent non-academic role alongside what she describes as her zero-hour, academic contract says that after finishing her PhD:

'I mentioned to my supervisor that I was hoping to keep my academic affiliation, but I couldn't possibly commit myself full-time in academia because of the salary.' (Helen)

Even though Helen has an aspiration to keep her academic affiliation and describes the factor influencing her to take on a second job in an academic role, as being about *'sharing what I know and what I do',* the need to earn a certain level of income prevents her from moving into academia full-time.

For other participants, it is because they are passionate about their discipline or profession. For example, Sally talks about being able to '*make a bigger difference'* in sharing her knowledge and experiences from her profession through her academic role. An important influence for Ian is the ability to raise awareness of, and add value to, others through promoting his profession in his academic role:

'it's really about promoting [profession], that was the thing that really motivated me. What motivates me now is sharing the wisdom. I do sort of get a buzz from that... the stuff I'm doing at the moment, I do actually believe in, and it makes a difference.' (Ian)

Mary sees her academic role as one in which she can *'contribute to society'* because she says, *'the subject I teach is embedded with important values.'*

4.4.6.1 Summary

The aspiration to make a difference (to others) through sharing knowledge, skills, and experience, and to promote their professions or discipline is expressed by many participants in the study. It is predominantly the academic role that is seen as the role that facilitates this aspiration. For one participant, Helen, keeping an affiliation with academia

to enable her to share her knowledge and skills in a specialist area, is the only factor influencing multiple job holding.

4.4.7 Multiplicity and diversity of factors and the multilayering of themes

The findings have highlighted that for the participants in this study there are often multiple and diverse factors influencing multiple job holding. Only a few of the participants identify factors from just one of the six sub-themes described in this chapter as influencing multiple job holding. All but one of the participants identify one or multiple factors categorised within the three 'need to/for' sub-themes, with many of the participants identifying multiple factors found within and across several of the six sub-themes. Figure 22 provides examples for illustrative purposes.
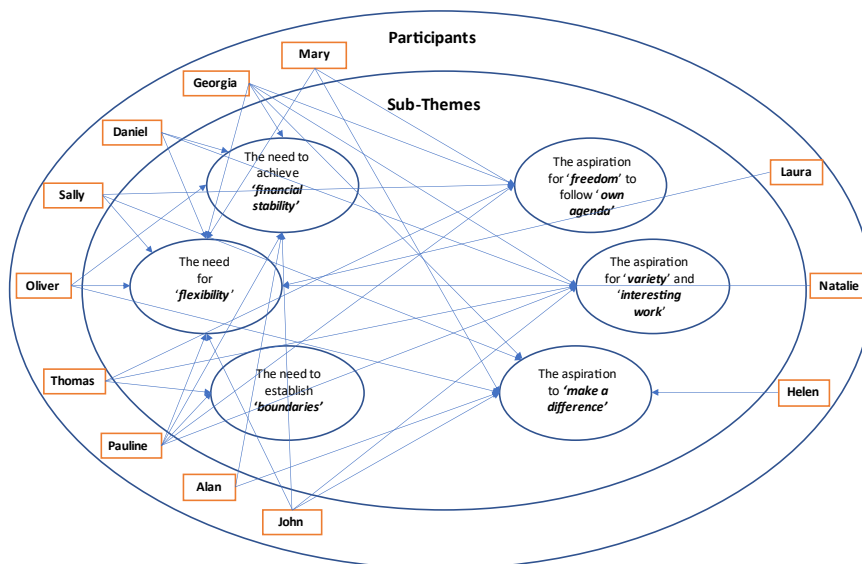
Figure 22: Diagram illustrating the multilayering of sub-themes associated with factors influencing multiple job holding.

The following extracts from the interviews illustrate the multiple and diverse factors influencing multiple job holding and the multilayering of the needs and aspirations being sought by participants through multiple job holding. In these extracts the factors have been highlighted in bold and the sub-theme included in brackets.

Kathryn talks about the influences for her in multiple job holding as being, *'partly to **keep my hand in*** ('freedom' to follow 'own agenda') *and partly **for income*** ('financial stability'*) and **pave the way to going back into full-time teaching*** ('freedom' to follow 'own agenda')*.'*

Daniel (included in Figure 22) says:

> 'I wanted something that was a bit more **intellectually stimulating** ('variety' and 'interesting work') and I think the second thing is that it would be nice to be doing something that I could **fit in with my business** ('flexibility') at the time, that I could **count on** ('financial stability') that was going to give me an **income** ('financial stability').' (Daniel)

Sally cites the need for *'flexibility with homelife'* ('flexibility') to fit around caring responsibilities and the attraction of the academic role as being able to *'make a bigger difference'* ('make a difference'). Sally also says that she did not want to leave her previous profession as it was *'my home and my heart'* and a zero-hours contract meant that she could *'pick and choose'* when she worked in her professional non-academic role so that she could still be *'part of the fabric'* of the organisation. This enables her to *'keep her hand in'* with her profession, as she says she, *'wasn't ready to give that up'* ('freedom' to 'follow own agenda').

Pauline says of her previous full-time job, *'it's just **too intense** and it's just **too much** and it's all, **too all-consuming** and **quite tiring*** ('boundaries') *but for **financial reasons I need to do a little bit more work'*** ('financial stability'). Pauline says that having a portfolio of work should give her the *'**flexibility** to suit her lifestyle'* ('flexibility)*, adding that as her previous full-time role was at times, *'fairly brutal'* and *'quite draining',* having *'**variety'*** ('variety' and 'interesting work') *and 'being able to **use your overall skills and build [work] around the way I want to live*** ('freedom' to follow 'own agenda')*, it's quite nice to be able to do that'.*

4.4.7.1 Summary

This section has illustrated, for participants in this study the factors influencing multiple job holding are manifold and diverse. Consequently, their needs and aspirations in terms of what they are seeking to achieve through multiple holding are also, for many involved in this study, multi-layered. The overarching theme of desire for control which draws together the sub-themes identified in this chapter so far is outlined in the next section and summed up by Pauline who says, *'it's nice to have a bit of **control** really'.*

4.5 The desire for 'control'

The desire for greater personal control over working lives is evident in the interview data. Several participants explicitly refer to this need or desire for control based on previous work experience and/or current or desired lifestyles. For Eric, whose experience of being made redundant is a key factor influencing his need for financial stability, achieving financial stability will give him more control over future planning and decisions. He says:

> '… it gives me back the decision about when I am going to retire. That's more back with me… so when I talk about control it is more about having destiny in my own hands.' (Eric)

For Eric, whilst he is not able to secure full-time employment, multiple job holding is perceived to offer a way of achieving financial stability and the control he is seeking. Participant experiences of multiple job holding in relation to achieving financial stability are presented in chapter five, section 5.3.1 (Job insecurity and uncertainty).

For Barbara, having flexibility gives control. Like some other participants, Barbara is looking to fit work around other commitments, and says with part-time jobs there is *'less pressure'* than a full-time job, and in working part-time, *'I have more control over my work patterns*.' In the next chapter the perceptions and experiences of control in relation to flexibility are presented, in section 5.3.2 (The need to *be* flexible and exercise 'self-control'). The consequences of this flexibility are also highlighted.

For those participants with a need to establish boundaries around work based on previous work experience, multiple job holding offers a way taking back control. For Thomas, who already has previous experience of multiple job holding without establishing boundaries, this control is of paramount importance. He says:

> 'It's all about control for me now. I came out of my difficult burnout bit having done multiple job roles badly in terms of looking after myself knowing that I can do that [multiple job holding] and I need that because I do need variety… but it will be done very much in the context of right, OK what does this look like if I change now? How does my week look? How does my life look? Just basically about stopping myself from ending up where I did last time, which won't happen because it just won't. It's the control and the boundaries.' (Thomas)

Participants experiences of establishing boundaries are presented in chapter five, section 5.3.2.3 (Establishing boundaries demands a lot of 'self-control').

Like Thomas, many participants aspire for variety in their work as well as the freedom to follow their own agenda, and to make a difference to others. Multiple job holding is perceived as a way of achieving this control over their work and realising these aspirations. Their experiences are presented in chapter five, section 5.3.3 (A liberating, rewarding and problematic experience).

The aspiration to make a difference reappears in participant definitions of their primary job which are presented in the next section.

4.6 Participant definitions of their primary job

Participants were asked during the interviews to identify which of their multiple roles they considered to be their primary job, and to define what it is about the role that makes it the primary job. The rationale for seeking their views on their primary role was that this may provide further insight into their perceptions and work experiences of multiple job holding. This section presents the findings from the analysis of the interview data in relation to this issue. From the data, four definitions were developed as illustrated in Figure 23 below. Each definition is explained, supported by extracts from the interviews.
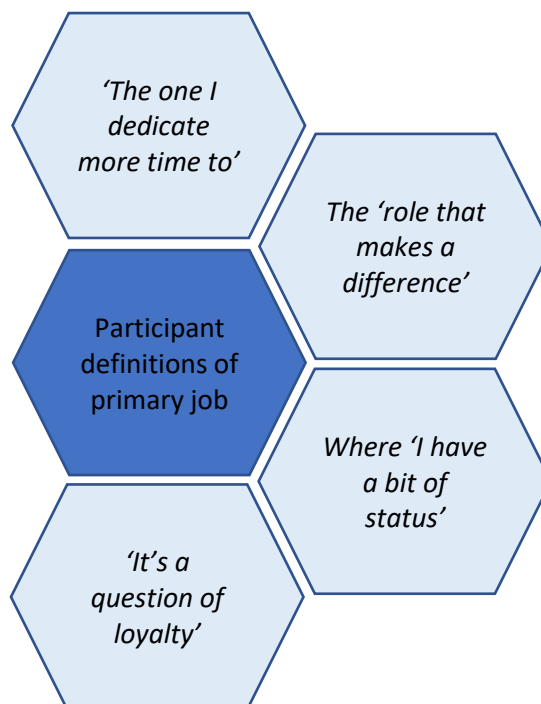
Figure 23: Participant definitions of primary job.

4.6.1 'The one I dedicate more time to'

In the main, primary jobs were defined by participants in this study as offering the highest income and the most, and or regular, hours as illustrated by the following extracts:

> '… the [role] because of the hours and salary that's where I am predominantly most of the time.' (Sally)

> 'The [role] because of the salary and hours, it's probably the one I dedicate more time to, yeah it takes up more hours.' (Pauline)

Alan acknowledges that if considered on '*allocation of time'*, the contract with the most hours, his academic contract, would be the '*dominant'* and therefore his primary job. If, however, it is based on income, then his earnings from his business exceed that earned from his academic role. As such he says he, '*tends not to put one above the other'*.

Interviews with Natalie, Georgia and Oliver highlight the transitory nature of what is considered the primary job. The primary job may change with the type of contract, the end of another contract of employment looming or an increase in hours and income of another job:

> 'At the moment it is the lecturing because the [other role/contract] is until December… and because of the regularity [of hours].' (Natalie)

> 'Oh, it depends when you ask me because they are both term-time… I would say that the 0.5 [full-time equivalent] position is the primary job, plus it pays a little more… however there are moments when the other one pops up and I have to kind of give it extra attention.' (Georgia)

> 'I'd say it has changed. I'd say that now it is the [job] because the income has gone up, it's permanent for three months and it is full-time. Before I would have said [name of organisation] because it is employment over a longer period of time, and I was teaching more hours.' (Oliver)

For multiple job holders on the more precarious academic contracts of employment, such as hourly paid lecturing, the role considered to be the primary job may change frequently. This transitory nature of the primary job is also referenced by Mary, who further adds the notion that the primary job is one that not only provides more frequent paid hours but also more '*effort'*:

> 'At the moment, it is definitely the academic role which keeps me more
> engaged in terms of time and challenge. Not income necessarily but
> definitely effort. Like it is more frequent, on a weekly basis, two days a
> week.' (Mary)

When linked to factors such as redundancy, economic fluctuations and job availability resulting in a need for financial stability, this definition and its fluid nature seems to make sense. Similarly, participants defining their primary job based on how much *time* is invested would also seem to align for those seeking flexibility in and/or boundaries to their roles.

4.6.2 The 'role that makes a difference'

Contrary to the above, Barbara who has two jobs, one part-time permanent and one hourly paid lecturer role at the same higher education institution, considers her primary role to the be one which contributes most to supporting students in their final year of study and in the attainment of their degree award:

> '… the [part-time, permanent] lecturer role is the key role that makes a
> difference so I would say that's my primary role.' (Barbara)

Likewise, Thomas who has four roles, says that he considers his primary job to be:

> '… the academic role… its's where I see myself making the biggest
> difference.' (Thomas)

For Ian, who also has four jobs including that as a self-employed medical practitioner and an associate lecturer (part-time, hourly paid), the promotion of the values associated with this medical profession are how he determines his primary role:

> '… the primary job is that I am a clinician, I see patients, and you know, this
> is what the rhetoric says but I believe it, my job is to promote public health
> because I am a primary care clinician and everything else falls off the back of
> that.' (Ian)

This definition resonates with the sub-theme discussed in section 4.4.6 and whilst for some it is one of the factors identified by the participants as influencing multiple job holding, for others it is not. For example, Thomas is seeking to address the need to establish boundaries, as well as having the aspiration for variety and interesting work, and the freedom to follow his own agenda through multiple job holding. This would perhaps suggest that other considerations such as experiences in role(s) contributes to the

definition of the primary job. This will be revisited in the next chapter which presents the findings from the analysis of the participants experiences of multiple job holding.

Personal and professional values associated with being able to help or benefit others have also been included in this definition. For example, Eric, who has two part-time permanent roles at two different higher education institutions, identifies his primary role as being, *'to do with the values of the [named] university'*, saying that these values and the work environment created by the friendly staff and students within the university *'fit with the whole ethos of my personality'*.

4.6.3 Where 'I have a bit of status'

Frances works for two different academic institutions. In one institution she is employed on a part-time permanent contract and in the other she is employed as an associate lecturer contract (an hourly paid contract with a guarantee of a minimum number of hours per annum) where she worked as a full-time lecturer previously. Frances defines her primary role as being the one at the higher education institution where she has the part-time, permanent contract:

> '… because I have a bit of status within the organisation, I feel that my job at [other academic institution] now that I have been demoted to associate lecturer, I don't feel I have any status there.' (Frances)

This, Frances explains, is because she feels that, aside from her colleagues, no one within the institution is interested in what she is doing. The idea of *'status'* was not mentioned by any other participant in relation to their definition of their primary job. However, it has been included here as status recurs as an important and significant issue raised by participants when discussing their perceptions and experience of multiple job holding. This is explored further in chapter five (see section 5.4.1).

4.6.4 'It's a question of loyalty'

For one participant, Daniel who has two part-time, hourly paid contracts with two higher education institutions, the definition of his primary job is based on his length of service (twenty-five plus years) with one institution. He says he has been *'doing it for an awfully long time'* and that *'it is a question of loyalty'.*   He adds that he *'likes the organisation'*, and that, *'it suits me because I can fit other things around it'.* He adds that his loyalty for this institution is because:

> '[name of higher education institution] is a brilliant organisation. So, I am
> very loyal to it. Okay we have our ups and downs but, on the whole, they've
> been very good to me, and you know I like them, I like the organisation.'
> (Daniel)

Although 'loyalty' to the organisation as a definition of the primary role is only cited by Daniel, it has been included here as organisational commitment is explored more fully in the next chapter in the context of experiences of multiple job holding.

4.6.5 Section summary – participant definitions of primary job

Participants in this study have identified their primary roles as relating to the amount of time dedicated to the role, contribution and values, their status in, and loyalty to, an organisation. The latter three definitions do not appear in the literature explored in chapter two (see Figure 23) but are revisited in chapter five where findings from experiences of multiple job holding are presented. They are again discussed in chapter six where they are viewed from the perspective of contemporary career theory, specifically the protean and boundaryless career concepts.

4.7 Chapter summary

This chapter, the first of two chapters presenting the study findings, has addressed the following research questions: What do multiple job holding academics working in UK higher education institutions identify as the factors influencing their multiple job holding; and what are these academics seeking to achieve through their multiple job holding?

From the factors identified by the participants in this study, six sub-themes have been developed with an overarching theme of 'seeking control' through multiple job holding. The need to achieve financial stability is the predominant sub-theme in multiple job holding for many of the participants in this study. The participants cite this need because of factors such as redundancy, economic fluctuations, or the unavailability of full-time or part-time permanent roles. Whilst multiple job holding is perceived to help spread the risk posed by economic factors and precarious contracts, it is the part-time permanent roles that are perceived to provide extra security and reliability of income. Another key sub-theme developed is the need for 'flexibility', as is the need to establish 'boundaries' around work life, based on previous experiences and impact on well-being.

The aspiration to follow 'own agenda', in relation to work goals and/or life balance is expressed by participants as is the aspiration for 'variety' and 'interesting work'. For some

participants, this freedom is facilitated by a sense of financial stability offered by guaranteed income or an open and available route to full-time employment. For others, multiple job holding is perceived as a mechanism for building experience and credibility. The final sub-theme developed is the aspiration to 'make a difference' through the sharing of knowledge, skills, and experience for the benefit of others. It is predominantly the academic role that is seen as the role that facilitates this aspiration.

For participants in this study the factors influencing multiple job holding are manifold and diverse. Consequently, what they are seeking to achieve through multiple holding are also, for many involved in this study, multi-layered. The overarching theme of desire for control draws together the sub-themes identified in this chapter.

As part of this study participants were asked to identify and define which of their roles, they consider to be their primary job. The definitions provided relate to the amount of time dedicated to the role, contribution and values, and their status in, and loyalty to, an organisation.

The next chapter presents the study findings from exploring the perceptions and work experiences of academics with multiple jobs, and their work attitudes of job satisfaction and organisational commitment.

Chapter Five – Perceptions and Work Experience of Multiple Job Holding

The previous chapter presented the findings from the study addressing the following research questions: What do multiple job holding academics working in UK higher education institutions identify as the factors influencing their multiple job holding; and what are these academics seeking to achieve through their multiple job holding? Analysis of the interview data found factors influencing multiple job holding to be manifold and diverse. From these factors, six sub-themes were identified: 'financial stability', 'flexibility', 'boundaries', 'freedom' to follow 'own agenda', 'variety' and 'interesting work', and 'to make a difference'. These six sub-themes were brought together under an overarching theme of 'seeking control through multiple job holding'.

The purpose of this chapter is to present the findings from the analysis of the participant perceptions and experiences of multiple job holding, addressing the second and third research questions outlined in chapter one:

1. What are their perceptions and work experiences of multiple job holding?
    i. How does multiple job holding provide what they are seeking to achieve?
2. How do they describe their job satisfaction and commitment to their organisation(s)?
    i. How might factors leading to, and the experience of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

Three themes were created from analysis of the interview data. The first theme captures the paradox between what the participants are seeking to achieve through multiple job holding and their perceptions and experiences of multiple job holding. The second theme reflects participant's views and experiences of themselves as '*interlopers*' who want to belong and feel valued. The third theme highlights their multi-dimensional view of commitment.

The chapter is structured as follows: firstly, a summary of the literature relating to protean and boundaryless careers, job satisfaction and organisational commitment examined in chapter two is provided. This is followed by an overview of the development of the themes relating to the perceptions and work experiences of multiple job holding academics participating in this study. These themes are then presented, together with extracts from the interviews. The chapter concludes with a summary of key findings.

5.1 Summary of the literature relating to protean and boundaryless careers, job satisfaction and organisational commitment.

In an increasingly turbulent economic and competitive environment the organisational career is considered as being no longer sustainable (Hall, 1996; Bravo *et al*., 2017). This has largely, but not entirely, been replaced with contemporary career theory which suggests a more flexible approach to careers. These contemporary career theories include post-corporate (PeiPerl and Baruch, 1997), multidirectional (Baruch, 2004) and kaleidoscope (Maineiro and Sullivan, 2005), as well as the most accepted, protean (Hall, 1996) and boundaryless (Arthur and Rousseau, 1996) models. Academics are often associated with having a protean or boundaryless career orientation (Arthur and Rousseau, 1996; Baruch, 2013; Ortlieb and Weiss, 2018).

Protean and boundaryless careers are characterised as being self-directed (Hall, 1996; Opengart and Short, 2002; Clarke, 2013; Carbery and Cross, 2018), and values-driven (Hall, 1996), where individuals have physical and psychological mobility and are agents of their own careers (Arthur and Rousseau, 1996). However, these models have been criticised for assuming that all individuals have equal agency and for their over-emphasis on 'choice' factors.

For multiple job holding academics, particularly those whose portfolio of work includes non-permanent contracts of employment, choice and agency may be limited. A summary of the findings from the literature in respect of protean and boundaryless careers and the criticisms of these models, as identified in the literature, is presented in Figure 24 (this figure was also presented as Figure 7 in chapter two).

As the concept of organisational commitment, that is an individual's loyalty to their employing organisation, was developed in the context of the traditional career questions are now being raised as to whether different forms of commitment are replacing this concept. This is particularly salient in the case of multiple job holding academics who may be working in multiple organisations as well as across different occupations and professions.
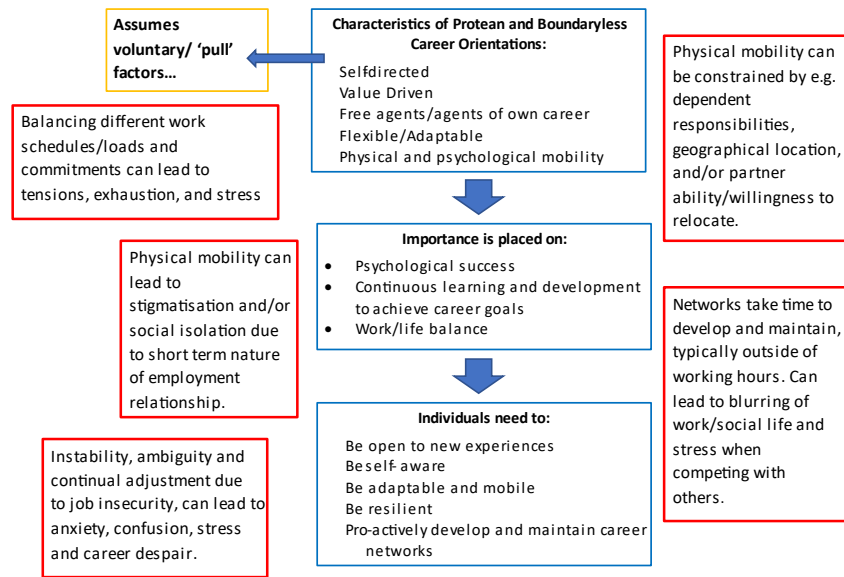
Figure 24: Summary of literature in relation to protean and boundaryless career orientation

Antecedents of organisational commitment include personal, job (for example, autonomy) and structural (for example, social involvement) characteristics; work experience as well as investment in the individual by the organisation; and individual expectations of their responsibility to the organisation (Allen and Meyer, 1990; Meyer *et al*, 2002; Meyer, 2013). It is argued that job satisfaction is also influenced by internal and external factors such personal disposition, job characteristics and social inclusion as well as economic conditions and the availability of job opportunities (Crede *et al.*, 2007). It is suggested that job satisfaction is higher when job opportunities are scarce because evaluation of the current job against potential alternative employment is limited (ibid).

Organisational commitment and job satisfaction have been examined, in the main, in quantitative studies, applying a range of theoretical lenses to include social exchange theory, the psychological contract and perceived organisational support. Critical debate of the literature identifies some overlap and commonality across these theories.

5.2 An overview of the themes relating to perceptions and work experience of multiple job holding academics

Initial coding of participants' perceptions and experiences of multiple job holding led to the development of three main themes within which there are three sub-themes for each. Figure 25 is an illustration of the three themes and their sub-themes. The process by which

these themes were developed from initial codes can be found in chapter three (see section 3.5.3.3 and 3.5.3.4).
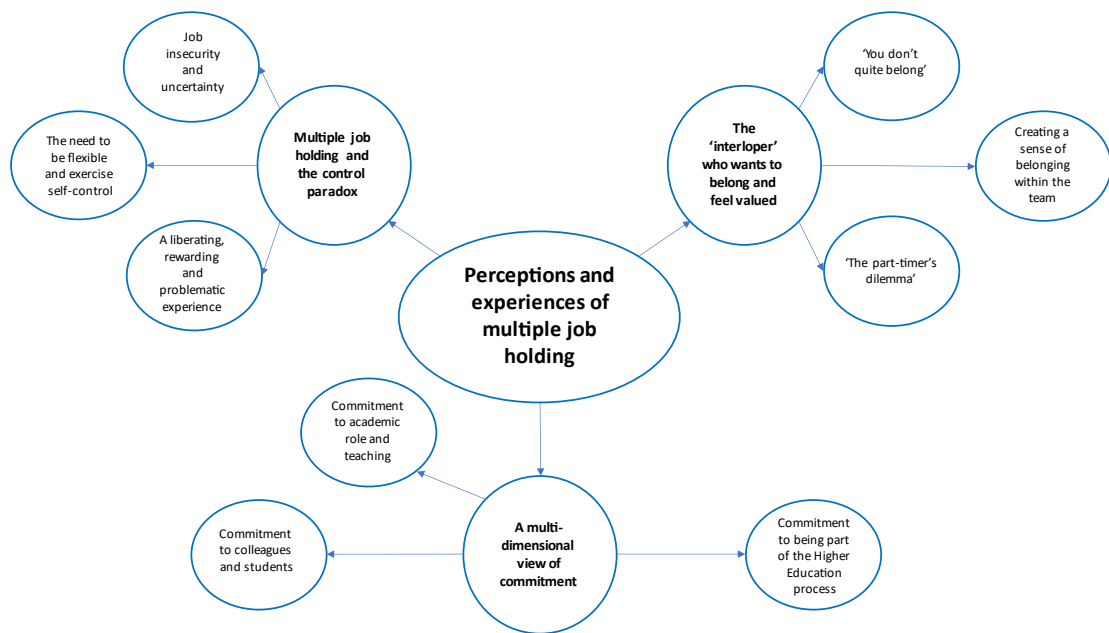
Figure 25: Overview of the themes and sub-themes developed from perceptions and experiences of multiple job holding.

The first theme, 'multiple job holding and the control paradox' was developed from analysis of participant's perceptions and experience in relation to the themes developed in chapter four. This is explained in further detail in the following section.

5.3 'Multiple job holding and the control paradox'

The previous chapter presented the six sub-themes developed from the interview data in relation to factors influencing multiple job holding amongst participants involved in this study. The six sub-themes and the overarching theme of 'seeking control through multiple job holding' is illustrated in Figure 26. The theme of seeking control brings together the six sub-themes and captures what participants are seeking to achieve through multiple job holding. Chapter four highlights the multiplicity and diversity of factors influencing multiple job holding and the consequent multilayering of themes (as shown in Figure 22 in chapter four).
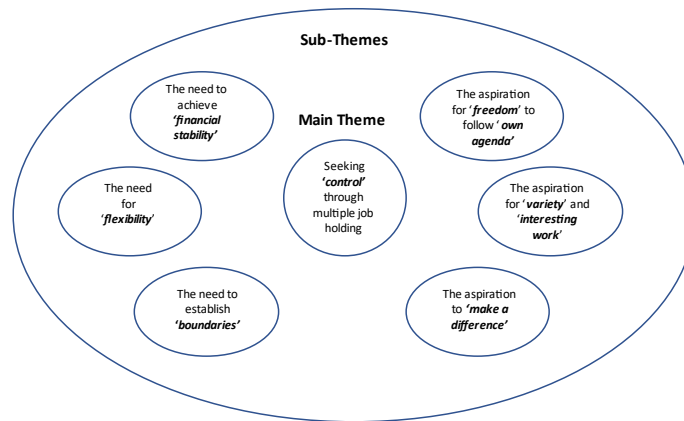
Figure 26: Seeking control through multiple job holding and the six sub themes.

This section explores the participants perceptions and work experiences of multiple job holding in the *context* of the theme of seeking control and these associated sub-themes. That is, the themes developed in chapter four are used here to explore whether the experience of multiple job holding has enabled participants to achieve the needs and aspirations they are seeking through this way of working. Firstly, the perceptions and work experience of multiple job holding academics are presented in relation to the need for financial stability.

5.3.1. Job insecurity and financial uncertainty

For some of the participants, factors influencing multiple job holding and the need for financial stability does not exist, for example, because of guaranteed income. This guaranteed income is either in the form of a pension from having taken early retirement, or a partner's salary. For these participants, who acknowledge that being financially '*comfortable*' or in a '*privileged*' position, multiple job holding enables them to take a '*few risks*' to achieve other goals such as freedom to follow their own agenda, to '*cherry pick'* work or to achieve the balance they are seeking between work and life.

For example, Sally says of her multiple job holding:

> 'I wouldn't do it if I didn't like it... I think the thing is having the door open to the [organisation name] and I could just go back in and take my hours straight back up if I wanted to, and also having the university doors there, if I don't want to do the [non-academic role] I don't have to. I think the balance

really is there, I love both jobs because I wouldn't do them if I didn't, because I don't have to which is quite nice.' (Sally)

Likewise, Thomas says:

'I know that if I had to, I could work for the [name of organisation] all the time and earn a lot more money than I'm earning now. So, I can cherry pick and I can top up what I've lost in moving to academia in terms of finance very easily, and that feels really comfortable that I can do that.' (Thomas)

Ian who took early retirement from his previous full-time role, highlights how his current financial and *personal circumstances* make a difference to how he perceives multiple job holding, in saying:

'I'm in a very nice position, financially if you like, where if it all fell down tomorrow, I wouldn't be homeless. Five or ten years ago I had two kids at high school, a big mortgage, a big house that we used to rattle around in. It would have been different then. Not having those commitments, even if I did nothing and it all fell out tomorrow, I'd still be living in [region]. I might be eating beans, but I would still have a roof over my head and my bills would be paid. So, I am in a very privileged position where I can afford to take a few risks. Ten years ago, I very much would have wanted a [permanent] contract. If I broke my leg, I would want six months sick pay, you know that sort of thing.' (Ian)

However, most of the participants in this study do not have this financial stability and are seeking to achieve this stability through multiple job holding (see section 4.4.1). Their perceptions and work experiences differ from the participants presented above, particularly those whose portfolio of work includes the more precarious contracts of employment such as part-time, hourly paid, as highlighted in the following sections.

5.3.1.1 'Insecurity' and 'uncertainty'

The participants, whose portfolio partly or wholly consists of the more precarious contracts, (contracts that are not permanent), express concerns regarding a sense of insecurity and uncertainty regarding whether contracts will be renewed, and the consequent difficulty they have in planning for the future. This is highlighted by Barbara who says:

'There is a lack of security, that is the issue, the feeling of the lack of security
of not knowing from one year to the next whether you will have any work,
and that is an issue.' (Barbara)

She adds that this can cause feelings of resentment, especially if you rely on income
to support a family:

'there's no security particularly when you have family and things you need
to have stuff to rely on, you need to have money… Short contracts are
definitely better than simply hourly paid, that is the worst because you are
zero hours contract effectively and you have no security, and you don't
know whether you will even get work in following year… if it's going on year
after year I think you can start to feel a bit resentful.' (Barbara)

This lack of security is exacerbated when one of more of the contracts is with the same
organisation as illustrated by Kathryn who talks of a recent rumour of redundancy at the
organisation at which she holds all four of her jobs, saying *'potentially they could all go, so it
has made me feel very nervous about having all my eggs in one basket working for one
employer.'*

The lack of job security resonates with other participants including Oliver who has three
non-standard academic contracts of employment; a part-time hourly paid, a fixed term, and
a part-time, permanent (two hours per week) contract, across three different higher
education institutions. Oliver talks about the:

'… lack of security in knowing what hours will be offered, or will there be
hours offered, or how many hours will be offered? And also, the summer
one [contract] this year, they didn't contact us until March because they
slightly redesigned the role. I was a bit apprehensive, am I going to earn any
money over the summer? Because I need all three jobs for income to pay
bills and things like that, so I need all three to balance each other so
insecurity is probably the hardest thing to gauge, the uncertainty of not
knowing'. (Oliver)

Oliver adds that this anxiety is not alleviated even when he has been advised that
he will have work the following year, as it does not come with any guarantees in
respect of part-time, hourly paid contracts. He says:

'I did have some additional teaching but when it came to the start of the
year, student numbers were less and that teaching just disappeared. So that

is what I mean there is no guarantee. You show flexibility, you need

financial flexibility, and you pick up additional units to teach [when

approached] but that [flexibility] doesn't seem to progress over [to the

institution].' (Oliver)

This lack of certainty, where future work is offered with no guarantee, is reflected by other participants. For example, Christine in talking about her experience says:

'They [the higher education institutions] can say to you, 'can you be

available to teach this?' and then if they don't have enough students, I lose a

class. So, what happened to me this term I lost a class, so it's quite, you

know, it's very difficult to plan and the scheduling is a nightmare.' really a

nightmare.' (Christine)

Christine adds:

'It's very much like, a sort of convenience to them and not so convenient to

me, so it can change year to year. So, it could be next year I have no

teaching at all, so I don't have any job security in teaching.' (Christine)

The onus for flexibility residing with the academic multiple job holder, to be available to work when convenient to the higher education institution, is echoed by other participants and recurs in section 5.3.2.

A consequence of not having guaranteed work is outlined by John who says:

'Another thing is we do tend to take too much on because you don't know

what it is going to be like next year, so it is better to earn more now than

budget for where you need to be, and then be short of money. Another

problem we have is that we don't get paid during the summer.' (John)

The lack of guaranteed work, particularly in academia (in part because of the undergraduate student recruitment system), and the consequent lack of job and financial security, means that many participants seek additional work to compensate for, or reduce the risk of, a loss of future income. The potential lack of income over summer for those multiple job holders whose roles are all situated within academia only adds to the issue. There are consequences for these multiple job holders in terms of workload and well-being as well as the flexibility needed for other commitments, such as carer responsibilities, and establishing boundaries between work and life that many are seeking to achieve through multiple job holding. This latter issue is explored further in section 5.3.3.

Despite this situation, participants, including those on part-time, hourly paid academic contracts where hours are determined by university policy for teaching delivery and associated responsibilities, talk about investing more time in their academic roles and responsibilities than the time for which they are financially remunerated as highlighted in the next section.

5.3.1.2 'I do much more than I am being paid for'

Participants in this study are cognisant of the demands of the academic role, as Eric says, *'I guess what no one really takes into account, and I guess it is the same in any job, is the work that you do at home. We all do it.'*

Notwithstanding this, higher education institutional policies differ in relation to remuneration for those on part-time hourly paid contracts. For example, Frances says, *'I get paid to stand up in front of the students and I get paid a slightly higher rate, but I don't get paid for preparation.'* Whilst Natalie's part-time hourly paid contract does include some hours for preparation for teaching delivery, she says, *'I spend lots of time preparing the lesson… and sometimes I feel tired with this. It is a bit frustrating when you think you don't get enough money for what you do.'* This is echoed by Barbara who is having to spend time marking in the evenings:

> 'Marking is the big thing, there's a lot of additional hours spent outside of
> the contract certainly on hourly paid, that's the worst scenario really
> because you do give so much of your time in terms of preparation… there
> are times where I have to work a lot more hours in the evening and so on to
> get the marking done.' (Barbara)

Kathryn expands on these comments and adds the time spent in becoming familiar with the different systems and processes used by higher education institutions:

> 'With the associate lecturing I do much more than I am being paid for, partly
> getting familiar with all the systems and processes that I need to use, which
> nobody has trained me on, and partly preparation for my classes. I also meet
> students outside of class time.' (Kathryn)

For some multiple job holding academics working across three or four institutions, this can be time intensive. The issue of training is revisited in section 5.4.1.

The situation regarding the time spent preparing for teaching and the marking workload could be argued to be similar for those academics on permanent contracts of employment.

Albeit there may be times in the academic calendar where, for some, scheduling and workload is less intensive than other times. For multiple job holding academics on the more precarious contracts, who may also have a need to take on additional work to mitigate the lack of job security in respect of future contracts, there may not be periods of reduced work intensity. This is illustrated by Oliver's situation which is exacerbated by the need to balance workload peaks, because of schedules set by higher education institutions, with taking on additional work to earn more money to mitigate possible non-renewal of work contracts. For Oliver who is seeking to fulfil a need to achieve financial stability and for flexibility through multiple job holding this means:

> 'You're juggling, you're juggling working in different places. So, time management can sometimes be an issue. Marking can be an issue. So, as an example, last year I took on additional units to bring in more money. When all the marking came in both at [name of higher education institution] and [name of higher education institution] at the same time, the marking was horrendous, so you can't pile on as much as you want.' (Oliver)

Time management is explored further in section 5.3.2.2. The issue of not being able to take on additional work can therefore have consequences for potential earnings and the fulfilment of the need for financial stability. Another issue experienced by multiple job holders that can have implications for financial stability is conflicting offers of work as illustrated in the next section.

5.3.1.3 'You don't want to say no to anything'

Academics on part-time, hourly paid contracts, where future work cannot be guaranteed until student numbers have been confirmed, express frustration with this uncertainty and its' consequences in terms of the potential loss of future work elsewhere, as Mary explains:

> 'Working this way with no fixed schedule is frustrating when you get perhaps two offers at the same time or none for a year. So that is the problem, it is not very easy to foresee a job schedule. Sometimes I have to refuse [work from elsewhere] which means they will not call you again, because they think you're not available.' (Mary)

Christine says that sometimes scheduling of teaching can be a problem for multiple job holders who may be contracted to work the equivalent of one day or less per week but

whose teaching is scheduled over more than one day. Christine explains with reference to a colleague saying:

> 'She is really upset because she has one class [scheduled] a day which means that she can't take other work. You know the financial consequences are huge. It tends to be that they [higher education institutions] put their students and their convenient scheduling above the needs of the tutors really I think.' (Christine)

Therefore, some multiple job holders adopt a similar strategy to Richard who says that he has never '*had to reject any work'*, adding:

> 'I can definitely see why you don't want to say no to anything because if you say no to such things then somebody else will do it... I usually went with the mantra of if someone said can you teach X, the answer is always yes. The answer is always yes and then worry about reading up on it afterwards.' (Richard)

5.3.1.4 'You make your own networks'

All the participants talk about how their academic, professional, and personal contacts can be useful in identifying future and/or interesting opportunities for future work. Many participants on precarious employment contracts proactively seek to expand their networks in seeking work to avoid potential financial insecurity. Ian says:

> 'You make your own networks, so I see people outside university on a social basis, you know I'll go and have a brew with them and it's just the same for my other work. I see my other colleagues and I'll go and meet outside work, so you do make your own networks.' (Ian)

Pauline talks of '*spotting opportunities'* for her second and third jobs through her professional networks (online forums) and personal contacts. Christine also adds, *'it's about keeping your eyes open for things and having the initiative to go for it.'*

Oliver says that he often manages to pick up additional teaching last minute through his contacts saying this, *'often happens in higher education teaching.'* Oliver gives an example:

> '... because someone had left [name of higher education institution] and they wanted an interim teacher for six weeks. They put the word out by email or by friends of friends to try and get people to cover in the short term which fits in well with my kind of work. 'Cos I need money and it's good opportunities to earn money...' (Oliver)

Richard also secured three of his contracts through professional networks. However, Richard also talks of trying to balance developing networks for future work opportunities with the demands of his four jobs, all of which were temporary contracts and amounted to working full-time, with *'checking jobs.ac.uk.'* He says, *'every job application needed a good couple of hours to try and think what I'm actually trying to do here so it was trying to balance all of that'.* He says he constantly had two or three applications submitted. Richard says it can be:

> '… quite dispiriting at times because of putting job applications in on top of trying to do everything else and sometimes you rush a job application and not get the response for it… The thing is when you've got multiple jobs you were always on the look-out for the next job. You know it's a constant thing of everyday checking the job websites just to see if anything is coming up… there are a lot of insecurities in terms of long-term planning things, it is not always easy to kind of make plans for more than maybe two or three months in advance.' (Richard)

Richard talks about multiple job holding as having *'peaks and troughs'* (see also section 5.3.3). He says the *'troughs'* are when there are, *'three or four job rejections in a row, teaching kind of winding down, meaning uncertainty about next year. Uncertainty is a big one.'* In addition, Richard says as he was new to teaching, having just completed his PhD, he had to complete his teaching qualification alongside working in his various roles, maintaining networks, and applying for jobs. He says in terms of balancing studying with applying for jobs and managing his teaching workload, *'you have to kind of make the judgement of is it worth doing now or doing it later.'* This notion of balance recurs in section 5.3.2 which presents participants experiences of flexibility of work to fit around other commitments and work/life boundaries.

5.3.1.5 Section summary

Many participants in this study are seeking to achieve financial stability through multiple job holding. The lack of job security, for those participants on non-permanent contracts, combined with the uncertainty about whether future work will be available particularly in relation to academic roles, leads to anxiety and apprehension for these multiple job holders. The added pressure and worry about declining other work mean some participants have a strategy of accepting all work

offered. This has consequences in terms of intensity of workload and additional hours spent working for each role for which no payment is received.

For participants with a need for flexibility, this work intensity and extra hours has additional consequences in trying to manage workloads alongside their other commitments. The structure of the academic year, the inconsistencies in terms of what part-time, hourly paid contracts include in terms of payment (for example, meetings, teaching preparation) contributes to workload intensity, job insecurity and feelings of frustration and resentment. Richard sums up the situation, saying the '*best way*' to think about multiple job holding is that whilst it is '*good for professional development*', it is '*potentially problematic for well-being… because of the insecurity and uncertainty, and the workload in terms of doing your work but also making sure you've got a next job coming up.*'

5.3.2 The need to *be* 'flexible' and exercise 'self-control'

For many participants in this study, multiple job holding is influenced by the need for flexibility in work patterns and/or the need to establish boundaries around work life. The previous section highlighted some of the issues faced by multiple job holding academics in terms of workload intensity, job insecurity and uncertainty. For participants seeking flexibility and boundaries, this has additional complications in terms of, for example, balancing other commitments whilst managing workloads and proactive job seeking. However, for Georgia, for whom there are several factors influencing her multiple job holding (including the need to achieve financial stability and the need for flexibility), her aspirations for freedom to follow her own agenda and to make a difference mean that she is happy to juggle the competing workloads of her academic role and her own business. Georgia explains:

> 'I jump around a lot. I've seen people say that 'I only work on a Tuesday'
> and I think that is probably right for looking after themselves well-being
> wise. But if there is a meeting on a Thursday and I want to go, I will go to it
> as long as I am not teaching somewhere else. So, I cope with it fine… It can
> be tricky at times and sometimes is an absolute nightmare… I just juggle it
> around, that's just how I am, but I imagine a lot of people would struggle
> with that… my work life balance is bad and getting worse actually but that is
> because I like it… my work life balance is pretty appalling, but I like it that
> way. My values are defined by work to be honest, academia it's like your

personal passion. I should be looking for money… but I am looking for

meaning in my life.' (Georgia)

While Georgia says she likes her work life balance and can cope with the juggling it entails, for others trying to achieve a work life balance whilst having multiple jobs is problematic. This section further highlights participant experiences and presents ways in which they seek to reduce or mitigate the issues they encounter in trying to maintain the flexibility they need. This section also presents the experiences of participants who are not necessarily seeking flexibility or boundaries through multiple job holding but who also need to manage the demands of competing workloads or the work intensity of multiple job holding as presented in 5.3.1.

5.3.2.1 'I can say no' and I can 'choose when I work'

Natalie who has spent most of her working life in academia says, *'I like the flexibility that you have if you organise your job well.'* She explains, *'like today, it is a sunny day, I want to have a walk, I walk and then I work, and in the evening, it will be raining, and I can work.'* She says deciding for herself when to work, to fit her work around her family and how she wants to live her life is important, *'to choose when I work, and also to choose, okay, today I work for this [organisation], tomorrow I do work for another organisation.'* However, Natalie does acknowledge, although she is part-time, that this, *'flexibility can mean also that you have to work more than 40 hours per week.'* Later in the interview she says:

'I say something in contradiction to what I say before, is not like today I do

this, tomorrow I do this. Is like, now I work this morning I work for this, but

then of course you get an email from another job, and you have to do the

other thing that came up. I can understand it's not easy, but on the other

hand you don't get bored.' (Natalie)

It would seem therefore there are limits to the flexibility offered by multiple job holding and that one of the drawbacks of this flexibility is the frustration of working additional hours, for which there is no remuneration (see Natalie's previous comments in section 5.3.1.2).

For Barbara and other participants, there is tension, and a balance, to be achieved between achieving the level of income and flexibility required where non-permanent contracts form part of the portfolio of work for multiple job holders.   Barbara talks of the importance of having the '*stability*' of income from her part-time, permanent role, whilst experiencing a '*lack of security*' in terms of her part-time, hourly paid academic role. Barbara echoes other participants in saying there are no guarantees that such a contract will be renewed and not

166

much notice given regarding short term teaching contracts. Barbara says contracts are confirmed:

> '… only a few weeks before the start of the next semester because we don't know how many students we have right until the end, so sometimes it can be literally weeks [before start of the semester], but I'm not pressured in any way to take it on, if I can't do it somebody else can do it or whatever.' (Barbara)

This ability to decline work, despite the financial consequences, is of the upmost importance to Barbara, as she explains:

> 'I'm at the stage where I've got elderly parents and in-laws so the [part-time, hourly paid] role and the tutoring are parts of my job that I have more control, I can say no to if there is any type of crisis in that respect. It is less pressure as I have more control over my work pattern.' (Barbara)

The flexibility for Barbara is not about having a negotiated work pattern that is sufficiently flexible to fit around her other commitments, but the ability to say '*no*' to fixed work schedules offered by the higher education institution at short notice.

For some other participants, the need to achieve financial stability essentially means that saying 'no' is not always an option and therefore other strategies for managing workloads and/or balancing work with other commitments are adopted. Most of these approaches are based around compartmentalisation, organisation, and prioritisation of work. It is interesting to note that in all interviews, whilst there is some limited flexibility demonstrated by some non-academic employing organisations, it is the participants in this study that are flexible and not the academic institutions and processes.

5.3.2.2 'Hyper-organised' and 'ruthless' with time management

Participants talk of the need to be '*hyper-organised*' (John) and *'super-efficient'* (Helen) regarding the challenges of workload, systems, processes, and competing deadlines associated with multiple job holding. John says of his portfolio which includes running his own business alongside five other academic roles:

> 'The problem with the portfolio when you've got a teaching portfolio is the marking, and you have to be hyper organised. For example, this year I've got it in my diary already and I even know what days I will be marking. So, I have to be that organised, I know the dates and they are blocked out. You have to be hyper organised.' (John)

Valerie cites the challenges of multiple job holding as the:

> '… [different] organisations processes, emails and numerous email accounts and passwords and of course workload. Being able to prioritise is essential and be disciplined in what you take on, I am not always too successful at that.' (Valerie)

Eric who previously had four contracts of employment before moving to two part-time, fixed term contracts says:

> 'Even up to last year, you've got four sets of emails coming in, four calendars to balance. Most of the time that is sort of okay… I think in terms of having multiple roles for me is about compartmentalising I mean I look at my emails but I don't always necessarily reply to them very quickly and that's probably not a good thing in some ways, not for students but now that it is almost how you have to deal with it, how I have to deal with it.' (Eric)

Although Valerie and Eric both seek to manage their workload by prioritising or compartmentalising their work, they both identify that this is not always successful or perceived as a perfect solution, with consequences for themselves (Valerie) or students (Eric).

Laura who is seeking flexibility to '*put my family first'* talks of being organised and flexible to the needs of the academic institution. She says:

> 'Whenever they need me, I try to be there and organise my business around that. The more hours I get I'll just do it and you need to prepare yourself for that. You actually have to organise. That often involves extra hours outside what you're paid. It might involve meeting with colleagues and discussing plans about the programme or delivering the programme in the summer. It is a big commitment, and it takes time.' (Laura)

Sally's need for flexibility because of family commitment was also an influence for multiple job holding. In talking about her academic role says teaching is scheduled in teaching blocks and that even if she said, '*these are the only days I can work, no matter what the teaching blocks are the teaching blocks and if we're teaching Monday Tuesday Thursday Friday that's what we're teaching.'* Therefore, even though she is supposed to work set days per week she says, due to timetable schedule, this is not possible. Sally says:

'… so, I will try and make sure that they are within my hours for that week. But I do find that with university you have to change things about to fit with the job. So, I will change my days about… [as] our teaching is in blocks so I will suck that up. So, it might be that I'm doing four hours in one day and four hours the next day so it will end up being spread all over the week which isn't ideal for childcare but as long as it's short term then it's doable.' (Sally)

Sally flexes her work pattern still further to accommodate workload fluctuations. In her part-time, permanent academic role, she says, *'it should be easier to plan your workload but sometimes it's not.'* Sally talks specifically of marking saying:

'So, I didn't take my Easter leave but I left my 'out of office' on and I just marked flexibly, had time with my children and then marked when they went to bed. I marked one in the morning before everybody was up and at it, and just did it that way. It'll iron itself out because of taking time back here and there and that's the way it is with the job.'(Sally)

Sally manages these fluctuations by using some of her annual leave to complete marking around time spent with her family.

Daniel, for whom the need for flexibility to be able to fit additional work around his business, also uses time outside of paid employment to manage his academic workload saying:

'I have got no idea how many hours I'm supposed to be doing for the [name of higher education institution] I haven't got a clue, but I find that I am answering student emails at 4:00am in the morning. When I fire up the computer, the first thing I'm doing is looking at is the [name of higher education institution] and answering emails. I am sure I do an awful lot more than I'm supposed to do but I'm not worried about the hours, it's not a problem.' (Daniel)

For Daniel it is not the number of hours he dedicates to his academic role but the flexibility to choose when he works that is important.

Richard says that working at three different higher education institutions has helped with his time management, as there are *'three different ways of doing things, three different ways of module assessment and also a much wider range of topics.'* He says this helped him

become 'efficient with his preparation' because he says, 'What I realised after a while was, I'm only being paid a certain amount of money.' This realisation meant that he used the train journey from his home to the university, which equated to the hours he was being paid for teaching preparation. Whereas when he was a PhD student, for one hour seminar, he says:

> 'I would do about a day's worth of reading. So, what it did do it got me quite ruthless in terms of time management, in terms of you're only being paid for this. So, it was a learning curve in that respect.' (Richard)

For other participants, like Alan, flexibility is achieved through collaboration with colleagues. Alan says:

> 'we're all quite flexible, they have other commitments in addition to the university as well so there is flexibility. So, we do and will cover for each other. So, for example if I was only available for two days in one week and I got a session on the third day somebody would cover for me, and I would do for the same for them so that has worked really well, and we've enabled it to work really… I think because it works for mutual benefit, everybody's got a vested interest in making that work. And maybe that's been part of the success of the team that we have worked together and supported each other in situations whether it's health or family commitments or work situations.' (Alan)

5.3.2.3. Establishing boundaries 'demands a lot of self-control'

The need to establish boundaries around work to ensure a more effective balance in life was expressed by several participants who perceive multiple job holding as offering an opportunity to move away from the stresses of full-time working which, in some cases, has resulted in significant ill-health. For example, Thomas when talking about the factors influencing his move away from his full-time contract, says at the start of his multiple job holding he was, 'very clear that I would be very boundaried to begin with'. He says for the moment he thinks he has achieved the right balance:

> 'I think this balance really works but I think it involved a lot of intuitive, instinctive decision-making with risk involved and all sorts of stuff, but it's worked. It's working at the moment anyway'. (Thomas)

Thomas says he enjoys:

'… the process of keeping everything ticking along and under control and review because previously I would have all those plates [spinning] and I didn't know what on earth was going on anywhere. But now it feels like I've got a good insight into what is happening in different places, what's required of me, and what I can actually do but that demands a lot of self-control and frequent reflection on the circumstances, the workload and the position.' (Thomas)

Thomas recognises that being in a position of relative financial security means that he does not have to take on additional work. However, Thomas emphasises that his learning from his previous work experience and the impact this had on his well-being has enabled him to consciously establish boundaries. These boundaries he maintains through managing expectations of himself, combined with continuous review and reflection, as well as self-control in terms of, for example, having set working hours. In this way, Thomas feels more able to cope with the demands of his multiple jobs.

Sally who has a part-time, permanent academic role which she describes as '*rewarding*' and a zero-hours contract in a role that she previously worked full-time, says of her transition from her full-time contract to the zero hours contract:

'I think I got to a point where I was going in and just doing my job. And now I go back because I love it… because it's so rewarding it's like being a bit greedy, like you want a bit of that… you know you made a difference, you can see that you made a difference and it's so rewarding.' (Sally)

In reflecting on this change of mindset, Sally is cognisant that the need for income is not an influencing factor for multiple job holding. She adds that she finds her non-academic work rewarding because she is:

'… not stressed because it isn't my full-time job and I'm coming in and I'm giving it 110%. Whereas I think when you're in there five days a week you do start to run low, whereas I'm not running low I can go in and I'm quite thorough and I do enjoy it.' (Sally)

In relation to her academic role, Sally says:

'I don't think there's an aspect of the job where you're never not full-time. What I mean is even if you are part-time, you are so consumed by it. I think having the opportunity to be able to say I'm part-time and be able to put the brake on does make it a lot better.' (Sally)

Thomas and Sally have been able to establish boundaries around their work through self-control, recognising that work life can be consuming. This ability to '*put the brake on'* and establish these boundaries is not always possible for participants for whom there is a need to achieve financial stability and where multiple job holding results in job insecurity and uncertainty, as illustrated in section 5.3.1.

5.3.2.4 Section summary

For many participants, multiple job holding is influenced by the need for flexibility in work patterns and/or the need to establish boundaries around work life. Multiple job holders who are also seeking to achieve financial stability, this causes additional complications in terms of trying to balance other commitments or establish work boundaries whilst managing workloads and proactive job seeking. The interviews show there are limits to the flexibility offered by multiple job holding. In trying to manage academic workloads for example, around other commitments, some participants work evenings and weekends, as well as in their annual leave. As noted in 5.3.1, many participants work longer hours in seeking to achieve this flexibility. This may explain why for some participants, their definition of primary job is based on how much *time* and *effort* they invest in their jobs in addition to the hours for which they are contracted (see section 4.6.1).

There are also tensions, and a balance, to be achieved between achieving the level of income and flexibility required where non-permanent contracts form part of the portfolio of work for multiple job holders. Whilst some participants value the ability to say '*no*' or to '*put the brake on'* in terms of taking on additional work, this is not an option for all multiple job holders. Therefore, other strategies for managing workloads and/or balancing work with other commitments are adopted. These include compartmentalising and prioritising work and being '*hyper-organised'*. As in section 5.3.2, it is noted that it is the participants in this study that demonstrate flexibility, rather than the academic institutions and processes. There is a recognition that relative financial security does enable participants to establish boundaries more effectively around their work life, in that there is no urgent requirement to seek further work. However, establishing boundaries does require self-control.

5.3.3 A liberating, rewarding and problematic experience

For participants in this study, with one exception, aspirations for freedom to follow their own agenda, for variety and interesting work, and to make a difference, are not the only influences for multiple job holding. These aspirations are combined with one or more of

the *needs* identified in chapter four ('financial stability', 'flexibility', and 'boundaries'). For some participants, these aspirations are realised, particularly in terms of being able to make a difference to others. Therefore, although multiple job holding can be '*liberating*', it is also a '*problem to manage*'.

5.3.3.1 'Liberating' but a 'problem to manage'

For some participants, an aspiration for the freedom to follow their own agendas was highlighted as an influence for multiple job holding, and for some of these participants this aspiration is realised. For example, Kathryn who has four jobs, says:

> 'I have actually enjoyed having different jobs. I've enjoyed the diversity. I've
> enjoyed the fact it is giving me time to set my work pattern and choose my
> hours and determine what I do each day and I've really quite enjoyed that.
> But I don't think I want more than two jobs.' (Kathryn)

Having had the experience of four jobs, Kathryn indicates here and later in the interview that going forward she would prefer to move towards two part-time and permanent roles. Multiple job holding in terms of the number of jobs held, is therefore not seen as static. In the same vein, John talks of multiple job holding as not being a '*full stop*' but, '*more as a sort of give way, as there are so many more opportunities. I will just wait and see what happens.*' He adds:

> 'I think if something came up, a new programme, a new direction, a new
> interest or whatever that I would enjoy doing, that my skill set suited, then I
> would commit time to it and I would apply for it.' (John)

John concludes by saying, '*there are some very liberating things about having portfolio but at times it can be a problem to manage it all.*' The problems of multiple job holding in relation to job insecurity and uncertainty, workload intensities and a lack of flexibility on the part of academic institutions are highlighted in the previous sections.

Ian, for whom the need to achieve financial stability has not influenced multiple job holding, says he is '*always looking for different opportunities and for something new*' and multiple job holding gives him the '*freedom*' he needs to pursue this. He says, '*I do like the freedom it gives me, not having a contract… I've got the freedom to walk away from anywhere at any time.*' Ian says he now has a '*good locus of control*' and adds:

'The difference is now I tell my clients when I'm available whereas when I worked full-time, you know, they told me when I could have a holiday and, you know, it's sort of a nice sense of freedom… and you know I think we've [he and his partner] earned it, we have worked hard.' (Ian)

5.3.3.2 Variety in work 'nice' if you are flexible and 'not reliant on the income'

Participants refer to the variety offered through having multiple jobs and talk of how rewarding and stimulating they find their academic roles. For Natalie and many of the other participants in this study, much of their job satisfaction comes from their academic role. Natalie finds her teaching role '*stimulating*' and says:

'I love to be in academia. This is a job I feel I can do, and this is a job I like to do and I'm happy with it. I like the culture, I like studying, I like the challenge… and, also because I just like to have around me people that are like me. You can have a proper conversation with people that are close to your job... I also enjoy teaching. I like contacts with students.' (Natalie)

Whilst Natalie enjoys many of the facets of her academic role, she also has a need for flexibility which is not always achievable with this role. In a similar vein, Pauline says, '*on the whole'* that it is '*nice to have the variety'.* However, alongside aspirations for variety in her work, Pauline also has a need for flexibility and a need to establish boundaries around her work. She adds sometimes there is, 'a *kind of perfect storm where all three [jobs] require a deadline or suddenly become very work intensive at the same time, which can sometimes be a bit challenging.'* For Pauline, most of the time this is manageable, but it does mean that on occasion it, *'kind of encroaches onto some of your other time that you might not, you know, you might not have factored into the working day and so means working either evenings or weekends'.* Therefore, whilst multiple job holding can provide variety and interesting work, this is tempered by, for example, the need for flexibility and/or financial stability.

This is further illustrated by Richard and Alan's comments. Richard, whose jobs are all in academia, describes multiple job holding as a '*mixed bag'* in terms of satisfaction. He says he enjoys teaching, '*talking about the kind of areas that interest me'.* He likes the interactions with students and having autonomy and freedom in delivery of the curriculum. Richard says this '*freedom*' to '*use my judgement'* increases his enjoyment of, and satisfaction in, teaching. However, he says the *'big thing about multiple job holding is the insecurity'* (see section 5.3.1.1). Conversely, Alan talks about his work life now being '*much*

more about what interests me'. He says when he was younger and bringing up children when he needed the money, he would have, *'have worked for almost anybody but as you progress in your career, the ability to pick and choose becomes much more because you're not reliant on the income which is quite nice really.'*

5.3.3.3 'Making a difference' to others is 'rewarding'

Many participants refer to their job satisfaction in terms of the '*reward*' of being able to make a difference to others. In the main, it is their academic role(s) which provides these rewards. For some participants, the ability to 'make a difference' is so important that it is how they define their primary job (see section 4.6.2).

Sally talks of the '*reward of just seeing those light bulb moments when the students suddenly get what I am saying and I am, like, yay.'* She says seeing the students graduate and secure jobs is satisfying, adding that, '*knowing that I have done something to make a difference… so if I know I'm making a difference I can see that, I can feel that, so that gives me job satisfaction.'* This is echoed by Alan who says, *'teaching is enjoyable when you see youngsters grasp topics and understand them.'* Alan says that knowing you have a part in helping them to achieve '*a good class of degree'* is also rewarding.

For Kathryn, the reward for teaching is the feedback from students, as she says, *'I enjoy it and I think I'm good at it. I get good feedback from the students, and I find that rewarding and I feel like I am making a difference to them.'* Similarly, student feedback and appreciation are rewarding and inspirational for Laura who says:

> 'Sometimes when I talk to students, give them advice, or guide them, most
> of the time when I do that, I actually find inspiration for myself. It's kind of
> like, especially in the classroom, saying that you've done something really
> good, and someone is really appreciating it. I always like that.' (Laura)

Thomas who has four contracts of employment, one of which is in an academic role, says that his academic role is '*exciting*' and '*rewarding*' and where he sees himself '*making the biggest difference'*. He says he made the '*switch to do what I really enjoy*' and that he thinks of '*the other roles as not being anything other than I do them because it complements my teaching and also it tops up our finances*.'

5.3.3.4 Section summary

Participants talk of the freedoms, opportunities and variety multiple job holding can provide. This is however, tempered for participants for whom there is a need for financial

stability and/or flexibility. Many participants refer to the '*rewards*' of their academic role, and for some, it is the role that provides job satisfaction in terms being able to make a difference to others. For some participants, being able to '*make a difference'* is of such importance that it is how they define their primary job.

5.3.4 Achieving control through multiple job holding?

In chapter four, the often multiple and diverse factors influencing multiple job holding were highlighted. As such, for many participants, their needs, and aspirations in terms of what they are seeking to achieve through multiple holding are also multi-layered. The multilayering of themes developed from the diverse and overlapping factors influencing multiple job holding is illustrated in Figure 22 in chapter four.

Only a few of the participants identify factors from just one of the six sub-themes described in chapter four, with all but one of the participants identifying one or multiple factors categorised within the three 'need to/for' sub-themes. This has implications in terms of the control they are seeking to achieve through multiple job holding, as highlighted in the preceding sections of this chapter. For example, job security and financial uncertainty, associated with the more precarious contracts of employment, means that financial stability is difficult to achieve without the need to constantly develop and maintain networks, apply for jobs, and take on additional work in case of non-renewal of contracts in the future.

This creates a workload that can be difficult to manage and may also have implications for need for flexibility and the need to establish boundaries. Participants, including those that need flexibility to fit work around other commitments, note that in the case of higher education institutions, it is not the organisations, their processes and work schedules that offer flexibility. It is the multiple job holder who needs to *be* flexible to fit around these processes and work schedules.

To do this, many participants work additional hours (evenings and weekends) which encroaches into their home life and other commitments. Alternatively, some participants manage this by not seeking additional work which has financial implications. For those seeking financial stability, flexibility and have a need to establish boundaries, work intensity and the need to proactively seek additional work can have adverse implications for well-being. For some participants this is the very control they are seeking to achieve because of previous experience of issues with well-being due to work pressure. Therefore, for many participants, whilst some control can be achieved through being, for example, *'hyper-organised'*, control is not achieved in its entirety, and in some cases, not at all.

176

Where greater control in terms of flexibility and establishing boundaries is seen to be achieved, participants already have financial stability through, for example, guaranteed income. It is, however, recognised that *self*-control is required in the achievement of these needs. These participants also express greater freedom to follow their own agendas as they can '*cherry pick'* their work and contracts.

Multiple job holding seems to meet the aspiration for variety in work, however, again is dependent upon whether participants are reliant on income. Therefore, control over variety and interesting work is diminished when participants must take on work and contracts that do not interest them just so that they can secure an income.

In talking about their academic role(s), many participants say they find their work '*interesting'*, '*stimulating'*, '*challenging'* and '*rewarding'*, and where they can make a difference to others. This, they say, gives them job satisfaction. For some participants, a combination of their academic and non-academic roles, particularly those which complement or inform each other, adds to this job satisfaction. Control in terms of meeting the aspiration to make a difference to others is realised for many participants.

5.4 The 'interloper'* who wants to 'belong' and feel valued

*Term adopted here as it is used by a participant.

In chapter four, it was identified that for one participant in this study, the primary job was defined by having '*status*' within the organisation. The idea of status recurs when participants talk about their perceptions and experiences of being a multiple job holding academic. Despite the '*rewards'* of their academic role(s) as described in the previous section, participants talk of not being a '*proper*' employee, and not having a sense of belonging. This leads to feelings of '*isolation*', feeling like an '*interloper*', as if they just '*float around the periphery'* or exist at the '*bottom of the pile'* in terms of their importance and status within higher education institution(s)*.*

5.4.1 'You don't quite belong'

These views are exemplified in the interviews with many of the participants who give training events and meetings as some of the circumstances where they feel excluded, disadvantaged, or where it is unclear as to whether their attendance is welcomed. Kathryn explains that at her higher education institution:

> '… there are lots of team meetings and conferences, training events and sometimes it's not clear if we're invited to them. If we are [invited], it's not clear if we're going to be paid or if there is any kind of trade off for us being there. I don't think we are factored into the plans, and I don't think we get

considered when these things are being organised. I've been to a couple, and I feel like an interloper, like I'm not really supposed to be there but sometimes being there is the only way you find out what's going on. And sometimes I feel like you don't quite belong when you're not a full-time, permanent member of staff. And usually because you dip in and out you don't really have a group that you belong to, so you don't belong to the main one and you don't belong to a group of your own... you float around the periphery of all of them.' (Kathryn)

Kathryn's comments highlight a lack of consideration for non-permanent members of staff in the planning and communicating of these events and the financial implications for these staff. This lack of consideration, and because the multiple job holding academic will typically '*dip in and out'* of the university due to the nature of their contract and work schedule, can lead to a sense of not belonging.   Laura also gives the example of not always being included in or advised about meetings, saying, *'when you're not on a permanent contract you can feel you don't belong, you don't feel like part of the family'.*

Frances perceives herself to be a '*proper*' member of the higher education institution at which she has a part-time, permanent academic contract but feels that her status has been '*degraded*' because of a change from full-time, permanent to part-time, hourly paid role at another university. She says:

'I think because of my status (part-time permanent), that is where I am recognised as a fully-fledged, proper member of the university. At [name of higher education institution], my status has been degraded (part-time, hourly paid from full-time, permanent), so I don't really feel, well they couldn't really care less.' (Frances)

Frances supports this claim with an example:

'All the staff had a training day which I didn't even know about until it had happened. They could have said, you know, we've got some training, would you like to come along, or we know you don't work this day but if you'd like to come along you can in your own free time. Or come along if you're able to, but they didn't even say that. But the fact is they didn't even mention it to me, and all the ones that went on the training got a fancy new water bottle. I know that's pathetic, but I said, 'oh they're nice, where did you get those?' and they said, 'Oh yes, we had a training day' and I thought, 'right,

okay'. I know it's a very small thing, but it wouldn't have cost them any money. It's just that consideration, you know, so it's really, it's that sort of organisational 'can't be bothered to tell her about this'.' (Frances)

This perception that the organisation does not care about, or cannot be bothered with, academic staff with non-standard contracts of employment, particularly those on part-time, hourly paid contracts, is also illustrated by Ian. Although Ian is invited to attend some meetings, he says:

'It can be quite isolating being a contract worker because you just turn up, deliver the stuff and go home. Sometimes you think, 'oh, was it any good?' and wouldn't it be good to watch my peers doing their teaching… They have invited me into pre-course meetings and stuff but that can become difficult because you don't get paid for it. So it can be difficult because to come into a pre course meeting I've got to travel [mentions financial cost]…then spend two hours in a meeting when I could be working so you know that can raise issues sometimes.' (Ian)

For Ian there is a tension between wanting to become more involved and to further develop his teaching skills, with the real cost (travel), and opportunity cost (for example, time spent working or seeking further employment elsewhere) of attending events. John says, having a line manager who understands these, and other issues, and who is willing to *'help out with problems,'* can make a *'big difference'* (see also 5.4.1.2). John talks of sometimes feeling *'disenfranchised'* due to a lack of line management understanding. John adds that, *'communication is important, and the means of communication is equally important.'* Thomas provides an example of how inclusion and understanding goes beyond being invited to attend meetings. He talks of being in meetings which he describes as *'something a bit like the magic circle'* where people talk in acronyms and he does not know what the acronyms mean, and he says:

'I've not been given the words or the knowledge I need to know, I'm just left there to sit at the edge trying to work it out and they sort of know that, but they don't tell me what it is.' (Thomas)

5.4.1.1 'I make sure I turn up to meetings'

Aside from a sense of belonging and feeling valued, participants also express a further concern arising from being excluded from meetings and training events. This concern centres around not being informed and kept up to date with what is happening in their

department, faculty and the wider university. To overcome this, participants adopt different approaches, all with the emphasis on them being pro-active, despite the inconvenience or cost to them. For example, Frances says:

> 'When I first started my job, I sort of found myself going into the university more than once a week, I think I even went in four days, and I am only paid for two. It's a bit annoying but I was able to do it because I was just at home the other days. It was in my own time, but if I'd had another job that had set hour commitments, I wouldn't have been able to do that and I chose to do it because I really wanted to feel that belonging, wanted to know what was going on so I felt if I didn't do it, I would be disadvantaged for the whole year.' (Frances)

Sally also takes personal responsibility for making sure she remains up to date and informed, saying, '*I make sure I turn up to meetings, I make sure I'm organised, and I make sure I'm up to date on things I need to be up to date with'*. She adds that you *'have to be really organised'* and says she checks her work emails even when not working, saying, *'I don't count that as work time, I will check my emails because that helps me with my job.'* Oliver cites this pro-activity and personal responsibility as an expectation of one of the universities with which he is employed. He says that as a multiple job holding academic employed on a part-time, hourly paid and a fixed term basis, he has found issues of communication and expectation '*quite annoying'.* He explains with an example:

> 'When you come back after working the summer full-time, and an email was sent to you when you weren't working, [that is] when you are hourly paid, and you come back [in September], then the expectation is that you would have done something [about it]. But you wouldn't have done it because you were not there full-time. Then you send an email following it up and there is not much understanding of the fact that you were not working at the time.' (Oliver)

He adds that in one university, his email account is closed at the end of his contract, even though he had a potential offer of work for the following academic year. He says:

> 'I don't understand why your email account disappears, 'cos it's just an email account. Even if you are not offered the role again, it's only an email account and you know you can restrict access to just the email, so at least

you are kept in the loop as to what is going on and what opportunities there are and things like that. But I appreciate that [as an employee with non-standard contract] you are bottom of the pile. You have full-time [academic staff] and their hours, you have students arriving, and we [part-time, hourly paid academics] fill gaps around it.' (Oliver)

Alan perceives one of the implications of not being informed relates to commitment. The issue of commitment is discussed further in section 5.5. Alan says:

'I'm not as well informed as I used to be about what's going on, and in a way, I think that reduces your own level of interest. I am sure it's all there if you want to go and find it and search around the university's website. But I think that commitment is increased if you are working with people who you feel committed to, and who want to inform you, and keep you up to date on what's happening. Then you feel a bit more committed back.' (Alan)

5.4.1.2 'Never really any encouragement to develop'

Participants also talk about not feeling valued because no-one is interested in their development, what they can offer the students and the higher education institution. Frances, on moving from a full-time, permanent contract to part-time, hourly paid contract at one of her employing higher education institutions, says:

'prior to my changing my position at [name of higher education institution] I would have a line manager that would come and ask how I was doing and now I don't have anybody who seems to be interested in what I'm doing other than my colleagues.' (Frances)

Frances expands on this point by explaining:

'I think the bosses, I think they know that I work two days a week, but I don't think the penny has dropped what that really means, and I notice that for my timetable after Christmas, potentially I've got to go in and work three afternoons so instead of working two days I've got to teach three afternoons so that's a bit annoying, but anyway…. Being known by your manager or whatever who understands would help. I have been demonstrating flexibility, I haven't asked them to be flexible I just have to see if they are, being in a new place you sort of want to do good and appear okay.' (Frances)

The notion of flexibility on the part of the multiple job holding academic, linked here to a lack of understanding or consideration by the '*bosses*', aligns with the findings presented in section 5.4.1. This seeming lack of interest extends to continuous professional and academic development with several participants highlighting the lack of development reviews as an indication that they are not valued by the higher education institutions for which they work. For example, Kathryn says, *'there's never really any encouragement to develop if you are hourly paid. I was supposed to [have a development review] but it never took place, then my contract finished.'* Oliver who has multiple academic contracts says he does have an annual appraisal at the higher education institution at which he has a contract where he is guaranteed two hours teaching per week. However, he says, *'at [name of higher education institution] I don't have an appraisal because it [the contract] is temporary, even though it is every summer'*. Oliver says it is the same at the other higher education institution which he says is because he has a '*zero hours'*, and therefore '*temporary*' contract.

Participants also talk of a lack of interest on the part of their higher education institutions when it comes to the end of their contracts. Richard talks about receiving letters from the human resource departments confirming the end of contract, he says that greater efforts to communicate redeployment policies and advise of other opportunities within the institution could be included in the letters. This, he says, would indicate '*more of an eye on well-being*'. He adds, *'I think sometimes HR or university management and organisations don't really treat their associate lecturers and hourly paid lecturers as proper employees.'*

5.4.1.3. Underutilisation of skills and lack of resources

Several participants also refer to being employed to, as termed by Oliver, '*fill gaps'* in teaching. On many occasions this teaching does not align with their specialisms or skills. Although Daniel says he is '*pretty happy'* with his teaching, he says as he is not teaching in his own discipline or at the academic level he would normally be employed to deliver, he says, *'it's not quite the challenge that I would have hoped for and it's less interesting.'*

In a similar vein, Alan comments that a more effective approach to alignment of skills and teaching would help to increase satisfaction amongst multiple job holding academics and enhance the student experience. He says, *'I know people who have gifts and talents that could be used to better effect by the university.'* He cites a personal example where having suggested several initiatives which he believed would be of benefit to the university and in

line with the organisational goals, he spent time (unpaid) collating information and developing contacts, saying, *'it was like dropping something into a bottomless pit and that's a little bit frustrating.'*

In addition to these issues of underutilisation of skills, Natalie raises a fundamental issue of space and resources. She says, '*I would like to have a space to work at the university. I used to have a space, a desk in a shared room'*. Now that she is no longer a full-time, permanent academic having relocated because of her partner's work, she says:

> 'Now I have to share the desk as well... if you have space, you can go a bit earlier and print things for the seminars. I have to print everything at home because otherwise to find a laptop there [on campus] is difficult. I have to use my laptop, this is my feeling that even though I'm an hourly paid lecturer, I should have a space and a desk for two days. I don't mean full-time because I am not full-time, but you can use this when you are [on campus].   However, I am feeling so very happy to work.' (Natalie)

For Natalie, having a role as an academic is important as she has been academic all her working life and she identifies with the role, saying, '*my job is me'* (see section 5.5). It is because of this that she says she accepts the lack of resources available and space afforded her in the fulfilment of her role as an academic. Likewise, Christine expresses an acceptance of her situation as a part-time, hourly paid academic, saying:

> 'When I first started teaching there, I would come in, I would do my teaching and then I would go, I just knew a few people there. I didn't really, you know, I would always have lunch on my own I didn't really socialise or talk to them really… The main priority for the organisation I work for is to make money… the main idea is that they make money and maximise the money… The lowest on the list of priorities are the tutors and I am sort of the opinion I know that if you treat people well and you value them, you get much more out of them... There is nowhere to go or sit or do a bit of work before class. I think that is a signal that we don't actually value you. Your welfare is not important. You are not covered for sick pay in the contract, and you could be just disappeared after a year. I mean I don't dwell on it; I am very much accepting that this is what I signed up for.' (Christine)

Richard also comments on the space afforded him as a part-time, hourly paid academic saying:

> 'I was at [name of higher education institution] there was a desk space in a corridor but there wasn't that many people actually in day to day on the days that I was teaching, so you would occasionally see someone to have a chat to but not often.' (Richard).

5.4.2 Creating a sense of belonging within the team

For Kathryn, having all four of her jobs at one higher education institution is '*nice*' as she says it, *'means that I know a lot of people on campus, so it's a friendly place to be. So, even if I've just come to the library, I'll often end up having coffee with someone'*. This sense of belonging is clearly important to Kathryn and is achieved because all her jobs are with one organisation facilitating frequency of interaction across and with diverse areas of the university campus. For many participants feeling part of a team and having a sense of belonging to a *team*, if not the higher education institution itself, is important. Thomas talks of the team of five that he works with as bringing, '*different experiences and skills'* such that they:

> '… all respect each other and work hard. So, I'm almost protected within a team in an organisation and because I think we work well together, so well, I don't feel that I'm standing alone.' (Thomas)

In many cases, where a sense of belonging is not engendered by the higher education institution, it is created at a more local level within teams or pro-actively initiated by the participants themselves. For example, Pauline, who started teaching at the beginning of the first national COVID pandemic lockdown, belongs to a WhatsApp group set up by colleagues leading the module on which she teaches as part of her part-time, hourly paid academic contract. She says it has provided an opportunity to *'have a catch up once a week and see how things are.'*

She says membership of the group is informal and no one is obliged to join or attend the meetings. Pauline has found this weekly, half an hour meeting useful and says, *'somebody actually taking the initiative to do that is nice because otherwise being a new person and only one doing the role you might not speak to anyone other than the students.'*

Sally who also belongs to a WhatsApp group set up with colleagues says any opportunity to be with and communicate with the team, '*does increase your sense of belonging.'* Whilst these initiatives are driven by the teaching team, for other multiple job holding academics, like Oliver, a more individual and pro-active approach has been required:

'I think a sense of belonging, working with your colleagues and knowing

people is very important. Sometimes as a part-timer, as you are only in and

out, it can lead to a bit of isolation, but I have tried to make a bit more effort

to talk to people and to get to know people... I make sure I engage, send an

email, talk with other people.' (Oliver)

This pro-activity in creating networks (see also 5.3.1.4) requires time and Oliver who

has previously referred to multiple job holding as a *'juggling'* act, talks of the need

to balance tensions between important issues, which for him are financial reward

and a sense of belonging. He says, *'it is a balance between being financially

rewarded and developing relationships and feeling more part of something'.*

5.4.3 'The part-timers dilemma'

John talks about one higher education institution at which he is employed on a part-time,

hourly paid basis, saying, *'you've got the academics'* which he says are the permanent

teaching staff and *'what they call staff tutors'* (the non-permanent teaching staff). In

highlighting the difference between them he says, *'we're not working for the same

organisation by a mile'*, and gives the example:

'And so effectively they say things like did you know about... We didn't know

about it. It is very easy to get dissatisfied with it. But what you do is, you

take what you want from it.' (John)

In managing the tensions of being a multiple job holder, in John's case multiple academic

roles alongside running his own business, he says:

'I think effectively what you do is, you own your skills and therefore you go

out and you trade them for teaching and for training. The problem then

becomes, and I have seen this a lot, you get this kind of associate lecture or

part timers dilemma of starting to like the job…This is a dangerous place to

go as what will happen is that unless a role opens up that you can apply for,

you are basically likely or potentially not going to be there next year. Then

you think, well I really felt part of the culture, I like my colleagues, I like the

students and I like the stuff I did, but I'm not doing that anymore. And then

you find somebody else [another organisation] that really wants you [to

work for them] and you are given stuff that you really don't want to teach,

and you don't really like working there but that's the problem with it and

you will have to be able to stomach it.' (John)

This dilemma is apparent in several other interviews. For example, Oliver, who has several roles as a multiple job holding academic, he says he often feels *'unwanted'*. Oliver, for whom much of his job satisfaction is derived from being asked to deliver a module year after year, and in helping and supporting students, says:

> 'When you pick up extra units at an institution, you deliver them successfully, but you might not ever deliver those again because they have only come up because someone's left. That can lead to a bit of frustration because you have prepared materials and put a lot of effort into it, and it's not used again. So, sometimes it's just picking up the pieces.**'** (Oliver)

All this extra effort to help support students and develop new material is unrewarded and unrecognised, especially when he is not involved in the same teaching the following year. Mary observes that having a part time contract rather than an hourly paid contract makes a difference because as a part-time, hourly paid academic, *'you can feel you are not part of it. You feel that you have to start again. You feel that you are here, and then you go, and I'll see you again perhaps but perhaps not.'* Mary adds, *'because it [the contract] is short term, you don't really get any sense of the progress made [by students].'* This further exacerbates the lack of a sense of belonging.

Georgia having been a part-time, hourly paid academic prior to moving to a part-time, permanent contract, says, *'it sounds really superficial but to belong to something is nice, to have people I can chat to and it's nice to be in a team.'* She says:

> 'I never saw my hourly paid as a pop in and go job, which is what it was on paper. It was a turn up, teach and go. But I never saw it that way because I've always wanted to get involved properly in what I am doing.' (Georgia)

Georgia adds a further issue in delivering teaching material that has already been prepared by someone else, saying this can be problematic:

> 'Just delivering stuff that someone else has written without knowing why, or having the time to understand why, is hard because you can't live and breathe it. And you get questions, you're on the back foot. You might have the theory, but you don't quite know why it was written in the way that it was. So, you're blind really. I prepare every time, but you can't hassle the person who wrote it all of the time. You feel like you're constantly hassling the permanent member of staff. You are working blind and you're doing the best you can, but you don't have time.' (Georgia)

This lack of a sense of belonging, combined with the job insecurity and uncertainty associated with the more precarious contracts (see section 5.3.1.1) inevitably has consequences for well-being. John sums it up by saying he thinks a '*two tier system'* exists, adding:

> 'I don't mind it too much. but I know it affects some people. They put so much into it, you get a contract for six hours a week and they put in three times that amount and they really love it. And they feel so downtrodden by it all.' (John)

5.4.4 Section summary: wanting to belong and feel valued

Multiple job holding academics often feel excluded, disadvantaged, and unclear as to whether they are welcome at, for example, meetings. They are either not invited, not paid to attend, or do not feel included when they do attend. This leads to feelings of isolation, feeling disenfranchised and frustrated. A sense of not belonging, of feeling like an '*interloper*' and not a '*proper*' employee exists. This is exacerbated by a lack of understanding and interest from line management and university management. Multiple job holding academics, particularly those with non-permanent contracts, feel unvalued and not wanted. The lack of interest in their professional development is cited as an example contributing to these feelings.

Participants talk of using their own time, often without payment, to attend meetings and to check emails to remain up to date and informed. They use their own time to network, to develop team relationships, and create a sense of team belonging. The idea of the onus for flexibility being with multiple job holder is revisited.

The issue of underutilisation of skills is highlighted as is the lack of space and resource available to them to fulfil role their academic roles. Acceptance of these issues is noted by some participants because of the type of contract they have '*signed up for'*.

A '*two tier system'* and the '*part-timer dilemma'* is identified. The dilemma being the balance of investment in time and effort spent developing relationships and materials, starting to like the job colleagues and students, with the knowledge that potentially the contract will not be renewed, and the materials not used again.

5.5 A multi-dimensional view of commitment

Some academic multiple job holders in this study have contracts of employment in more than one higher education institution. Some also have employment contracts in various organisations across different organisations or are business owners. In presenting the findings from this study, this chapter highlights a perception that a '*two tier system'* exists

between permanent employees (in particular, full-time, permanent employees), and multiple job holders, notably in higher education institutions. It is therefore not surprising that, in the main, participants do not identify commitment to their organisations as their priority.

As noted in chapter four (see section 4.6.4), only one participant refers to his commitment and loyalty being primarily to one of the higher education institutions at which he is employed. His reasons for his commitment to the organisation originates from his length of service, the control and autonomy he can exercise in scheduling his work and the opportunities offered by the Institution. Daniel says:

> 'I can set my own schedule... it's giving me lots of opportunities... it's good
> on track things like training and keeping you up to date... I am very loyal to
> that organisation.' (Daniel)

This view, however, contrasts with all other participants who express their commitment to a combination of the following: their academic role or identity; teaching; their subject discipline; colleagues and students; or their non-academic profession or own business.

5.5.1 Commitment to the academic role and teaching

For some participants being an academic or a teacher is part of their identity, and their commitment is to this and their subject discipline rather than to the organisation. For example, Mary says her commitment is to her subject discipline in which she belongs to an international community, one in which they '*all work for the same objectives*.' Her role as an academic is to raise awareness of her discipline through her teaching. John, who has five teaching roles says his commitment is to teaching and not the higher education institutions in which he is employed. He says:

> 'I see myself as a teacher. I see it as my vocation. It is what I do... I see it as
> my vocation so when people ask you what I do, I say I do teaching at a
> university that's what I do, and I get my self-esteem from that.' (John)

Natalie initially talks of being first and foremost an academic, and sees herself as being *'independent'* of organisations, saying:

> 'Because I come from academia, my job is always with me. What I mean is,
> my job is me. One thing I like [about being an academic is] if I move to
> another country, one thing I can still do is find a job. If I go back to [country
> name] I can still go and work at the university because it is still me, my

intellect. So, this is something that I like, I like the feeling that my job is with me.' (Natalie)

However, later in the interview, Natalie adds:

'I said before that I feel independent [of an organisation] but still I cannot work without the organisation, so I need the organisation. I think that is important for me to be part of the organisation.' (Natalie)

The necessity to be *part* of an organisation as an academic, as opposed to having a sense of *belonging* to the higher education institution, is echoed by other participants including Kathryn who says her commitment is to her role as an academic and, through this role, to her students:

'I consider myself to be above everything else, I consider myself to be an academic or a lecturer… I want to do a good job because I really do care about that role, and I want to make sure that I'm doing it to the best of my ability. I'm part of it [the higher education institution] because I do care about the students. You get to know the students and get to care for their well-being quite quickly.' (Kathryn)

The view of being *part* of, rather than having a *sense of belonging* to, the higher education Institution is revisited in section 5.5.3.

5.5.2 Commitment to colleagues and students

Some participants express their commitment as being to their colleagues and teams, and students. Ian says his commitment is to the *'the individuals in the team, and also the values they believe in and what they're doing.'* In talking about commitment, Helen refers to her non-academic role and to the importance of trust and values. She says:

'I wouldn't go to another team because of more money, I wouldn't. I look for people that I can work for and work with… trust and values are important. People make such a difference.' (Helen)

Despite feeling her status has been '*degraded*' since becoming a part-time, hourly paid academic, Frances says the only reason she agrees to stay at the institution is because of loyalty to her colleague and friend. She says:

'My friend who's teaching on this course said that she would have real problems with [delivering] that course because they need someone to teach [subject area] so I do that… It is unfortunate in education that the education system as I've experienced it relies a lot on teachers' goodwill towards their students and colleagues, and without that nothing is going to work actually.

That's awful because it's not arranged in such a way that supports people to do that outside of those personal connections.' (Frances)

Frances cites lack of support, recognition and feeling valued as reasons for not being committed to the Institution.

Whilst some participants talk of commitment to colleagues, others refer to commitment in their academic role(s) to students, or colleagues and students. Pauline talks of commitment to her non-academic profession as being '*ingrained*' and in terms of her commitment in her academic role, it is to '*trying to help the students achieve their potential*' rather than '*necessarily the organisation as a whole*.'

Personal and professional integrity also appears in the interviews when discussing commitment to colleagues and students. For example, Valerie says:

'My commitment is largely to my colleagues and the students. If I hear they need support, struggling with workload, I see where I can help. It's them I think of first rather than the organisation I think… I do not want to let people down, I have a good work ethic, I am reliable and accountable.' (Valerie)

Richard who talks of job insecurity and uncertainty associated with multiple job holding says his commitment lies with individuals that have helped and supported him at the higher education institutions at which he has worked. Based on his experiences he says, '*organisations aren't loyal to you, so I won't be loyal to them*.' However, he says, '*You want to do a good job and you want to be seen as someone who kind of is a reliable pair of hands.*' He further adds:

'I wouldn't say I have any great commitment to any place to be honest… organisations don't really care about people so I wouldn't go the other way and care about the organisation. I care about colleagues and individuals.' (Richard)

5.5.3 Commitment to being part of the higher education institution process

Like Richard, Oliver works across several higher education institutions and expresses no commitment to organisations, saying:

'I don't see commitment to an organisation, I see commitment to teaching students and wanting to prepare the best materials on wanting to support them in their learning. I have taught in further and higher education, and in multiple different places, I don't necessarily associate with one organisation,

but I do associate with teaching and learning and supporting students.'

(Oliver)

For other participants, there is a need to *belong* as highlighted in section 5.5.1. Georgia describes her commitment as being to the *'people I work with…it's friendly, it's the nature of the work being done, it's interesting to me'* adding that as she wants '*to contribute something meaningful'*, as such she wants, '*the organisation to do well and help it deliver*.' Whilst Mary says that although she does not '*spend enough time to feel belonging, you know, like a family because I roughly know a few people'*, she says, '*I do share the same vision [as the higher education institution], I mean the principles at least'.* Barbara also talks of values when talking of her commitment to her higher education institution, saying:

> 'I'm committed to this organisation because the students are leaving here
> with a degree from this organisation, and I am part of that process. Also, the
> reputation of the organisation ultimately upholds that for the students to
> then go on and succeed in the wider world. I'm part of that process so I have
> to identify and uphold the values of the workplace. I'm just a cog really, I
> feel. So, I've kind of got my own identity thread of teaching going through
> and here I am just part of that organisation.' (Barbara)

Barbara feels that as she is '*part of that [university] process'* which determines the future success of the students she *must* identify with, and uphold the values of, the higher education institution. Barbara talks of her commitment to the institution, in terms of it as a mandatory part of being a '*cog',* performing a minor function, in this process. Significantly, Barbara talks of her identity as a teacher '***running through'**,* a notable difference to how she describes her relationship with the organisation in her following words, *'here I am **just part** of that organisation'* and *'**just a cog**.'*

5.5.4 Section summary: a multidimensional view of commitment

Most participants in this study expressed their commitment in relation to one of more of the following: their academic role and teaching; colleagues and students; or subject discipline, rather than their employing organisations. Figure 27 illustrates the multi-dimensional nature of their commitment, showing that for many participants commitment to the higher education institution (organisation) is aligned to being *part of* the higher

education process.
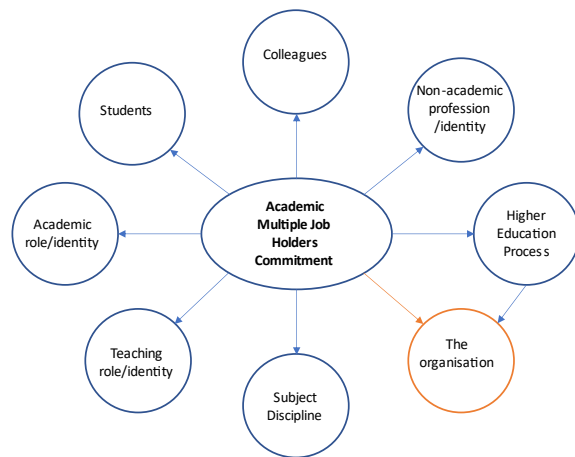
Figure 27: A multi-dimensional view of commitment.

Some participants comment that this lack of commitment to organisations, in particular higher education institutions, is because of their experiences as a multiple job holder described in this chapter. Other participants indicate it is because they work across multiple organisations and perceive commitment to reside with, for example, their identity as a teacher.

Some participants talked of identifying with the values of the higher education institutions and needing to be *part* of a higher education institution to be an academic or because they care about their students. The question as to whether the existing concept of organisational commitment in relation to multiple job holders remains entirely applicable is discussed in the next chapter.

5.6 Chapter summary

This chapter is the second of two chapters presenting the findings from this study. This chapter has addressed the following research questions: what are their [academic multiple job holders, working in UK higher education] perceptions and work experiences of multiple job holding; and how does this provide what they are seeking to achieve? This chapter has also addressed the research questions: how do these academic multiple job holders describe their job satisfaction and commitment to their organisation(s); and how might

factors leading to, and the experience of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

In chapter four the factors influencing multiple job holding were identified from analysis of the interview data and six-sub-themes developed, with an overarching theme of 'seeking control through multiple job holding' (see Figure 21). Chapter four identifies a multilayering of themes in which many participants are influenced by factors within and across more than one of the six themes developed. This chapter has presented findings from analysis of the interview data in relation to participant's perceptions and experiences of multiple job holding, in the context of these sub-themes.

This study has identified that for participants who are in receipt of a reliable and stable income, that are financially '*comfortable*', multiple job holding offers opportunities to seek interesting and varied work, and to explore new experiences. These participants can decline or refuse additional work or work responsibilities, effectively they can '*put the brake on'*. Therefore, for these participants multiple job holding can offer greater freedom to follow their own agenda, to take a '*few risks'* and to '*cherry pick'* jobs. Despite this, although liberating, multiple job holding is still perceived as a problem to manage.

However, for most participants in this study this level of financial stability is not present and therefore multiple job holding is more challenging. This is particularly the case for those participants with precarious contracts of employment. For these individuals, issues of job insecurity and financial uncertainty prevent them from planning for the future and causes feelings of resentment towards the organisation. Consequently, there is a constant need to pro-actively develop networks in the pursuit of future work. A lack of guarantee with regards to the availability of future work and the temporary nature of some contracts means that many participants *cannot* refuse offers of work, which sometimes creates periods of high work intensity.

For participants who have a need for financial stability and flexibility, a tension exists between the need to achieve a sufficient level of income *and* the flexibility they require through multiple job holding. This means that refusing work to accommodate this need for flexibility can adversely affect income potential.

Each scenario requires significant '*juggling*' on the part of the multiple job holder in trying to balance the various demands on their time. Some participants have developed strategies in attempting to manage this through being '*hyper-organised'* or '*ruthless'* with

time management, and by compartmentalising different aspects of their work and lives. Although it is recognised that this can have implications for themselves and other people.

Many participants are working more than the hours for which they are paid. Often this means working in the evenings and weekends, and on occasion during their periods of annual leave. This further adds to the feelings of frustration particularly when remuneration is not consistent across universities. For example, some universities pay for non-permanent academic staff to attend meetings and training, some pay for teaching preparation, and some do not pay for these activities and responsibilities at all.

In addition, inflexibility, and lack of consideration for the academic multiple job holder on the part of higher education institutions is a cause of frustration and exacerbates feelings of resentment. In their experiences, they are expected to *be* flexible and adapt their working and personal lives to meet the needs of institutional planning, processes, and schedules. This means changing work patterns, family, and other commitments to accommodate teaching schedules.

Job insecurity, workload intensity, organisational inflexibility has adverse implications for individual physical and mental well-being. This is because of work schedules, feelings of isolation, of not belonging and of being '*bottom of the pile'* in terms of their importance to the institution because of their non-permanent status.

For some participants, previous experience of full-time work has resulted in a need to establish boundaries between work and life, to avoid ill-health and burnout. For these participants significant self-discipline, control and review is required to ensure that these boundaries remain intact. However, this is not always easy to achieve if this is combined with the need for financial stability, particularly when employed on precarious contracts.

For many participants it is the academic role that is rewarding and meaningful, as it is the role that is perceived to make a difference to others. Participants describe their academic role as being '*stimulating', 'exciting'* and *'enjoyable'.* The ability to make a difference to others is of such significant importance that some participants describe their academic role as being their primary job regardless of the contracted hours and the terms of the contract.

Based on participant perceptions and work experiences of multiple job holding there are obvious tensions between the influences for multiple job holding, the control they are seeking to achieve and their experiences, thereby creating a control paradox.

In addition, participants talk of not being a *'proper'* employee, of feeling '*isolated*' and '*unwante*d', of feeling like an *'interloper'*. This is because they are often excluded from meetings and training events, planning, and communications. This creates a '*dilemma*' for them in terms of wanting to belong and become more involved and knowing that, particularly when contracts are short term or casual, their association with the institution and the people they are working with may not be long term.

To ensure that they are not disadvantaged and that they are informed of any changes or developments in the department, faculty or wider university, some participants attend meetings and events or check emails in their own time, at their own cost. This can have implications for the time they have available for managing existing workloads, their ability to pursue, and/or their availability for, other work. To create a sense of belonging, some participants, again in their own time, join or initiate informal groups with colleagues within the institution.

As well as a need for belonging, participants talk of a lack of recognition for the contribution they make to the organisations in which they are employed. Some highlight their '*invisibility',* due to their status within the institution, and the lack of understanding of their circumstances by their line managers. A lack of interest on the part of line management and the institution extends to consideration of their personal and professional development, the effective utilisation of their skills and specialisms, as well as the lack of resources and facilities available to them.

Unsurprisingly, given these experiences, all participants, except for one, do not express an emotional attachment to their employing higher education institution(s). Instead, participants express commitment to their profession, their teaching, their discipline, or subject area, to colleagues, and their students. Rather than being a single focus for commitment, commitment appears to be multi-dimensional.

In addition, participants also identify a commitment to the higher education *process*. They talk of *having* to be *part* of the higher education institution, of needing to uphold the values and the reputation of the institution to support and help students achieve their goals whilst they are at university, and beyond.

The next chapter examines the findings from chapters four and five further in the context of the literature including that reviewed in chapter two.

6.0 Chapter Six – Discussion

This study aims to explore the perceptions and work experiences of multiple job holding academics working in UK higher education. Chapters four and five address the first two research objectives for this study. Chapter four captures what the participants identify as the factors influencing their multiple job holding from which, following analysis of the interview data, the theme of 'seeking control' and six sub-themes were developed. Chapter five presents participant perceptions and experiences of multiple job holding. Three themes relating to participant experiences were developed which identify a 'control paradox', a desire to 'belong and feel valued', and a 'multi-dimensional view of commitment'.

The purpose of this chapter is to synthesise and discuss findings from this study within the context of the literature including that reviewed in chapter two. Contemporary career theory, specifically protean and boundaryless career concepts, is used as the lens through which to explore the perceptions and work experiences of participants in this study. This chapter adds further insight to the final research question: How might factors leading to, and the experiences of, multiple job holding be influencing job satisfaction and commitment to organisation(s)? Thereby adding to the findings presented in chapter five in relation to the research objective:

c)   Examine how their work attitudes of job satisfaction and organisational
     commitment may be influenced by their experiences of multiple job holding.

The chapter identifies similarities between, and departures from, existing literature and research and the findings from this study. The discussion highlights the adaptability, resilience, and self-awareness in the exploitation of personal resources illustrated by the academic multiple job holders. However, the discussion questions whether, in part, these competencies have developed out of necessity, a consequence of their circumstances and experiences, rather than emanating from a protean or boundaryless career orientation. This chapter also highlights participants' commitment to the academic profession, colleagues, and students. However, findings indicate a lack of commitment to the employing higher education institutions for most participants. The findings, when analysed in the context of the literature examined in chapter two, raise questions as to whether this lack of commitment is influenced by a protean or boundaryless career orientation or a perceived lack of organisational support and a reciprocal imbalance in the employer-employee relationship, affecting the psychological contract and therefore commitment to the organisation.

The chapter is structured as follows: firstly, a summary of the themes as presented in chapters four and five is provided. This is followed by a discussion of these themes within the context of the literature presented in chapter two. The chapter concludes with a summary of key findings and contributions to knowledge.

6.1 Control, belonging and commitment

For most of the participants in this study, factors influencing multiple job holding are complex and multi-layered. This led to the development of the theme of 'seeking control through multiple job holding' and the six sub themes: the need for 'financial stability'; the need for 'flexibility'; the need to 'establish boundaries'; and aspirations for the 'freedom' to follow their 'own agenda'; for 'variety' and 'interesting' work; and 'to make a difference'. These sub-themes, together with extracts from the interviews are presented in chapter four.

Analysis of participant's perceptions and experiences led to the development of three further themes, presented in chapter five. The first identifies a 'control paradox' wherein experiences of job insecurity and financial uncertainty, the need to *be* flexible and exercise self-control are inhibiting the control participants are seeking to achieve through multiple job holding. Given that all but one participant identified factors relating to one or more of the three 'need' themes, this paradox has significant implications for the participants. The implications of this paradox are highlighted in chapter five and are further discussed in relation to the literature in this chapter.

In addition, two further themes of wanting 'to belong and feel valued', and a 'multi-dimensional view of commitment' were developed. The former highlights a sense of feeling like an '*interloper*' in the workplace setting and within the academic team, and of the part-timers' dilemma of wanting to belong but knowing that a contract (if it is not permanent) may not be renewed. Thereby creating a need to constantly develop networks to secure the next employment contract, and a transitory relationship with colleagues.

Participants talked of their rewarding experiences in their academic role(s), and some refer to the freedom and diversity that a portfolio of work can offer but, for most, it is a problem to manage. Participants who already have a stable and reliable income, who are not therefore anxious about securing or having to urgently and pro-actively seek the next contract, have greater freedom in terms of choosing their work, and how they manage their portfolio of work.

Whilst some participants expressed their commitment to their profession or discipline rather than their employing organisation(s), others expressed a multi-dimensional view of commitment. These views of commitment are not surprising given the experiences described by academics participating in this study and the perspective that as knowledge workers, academics are more likely to be committed to their profession. In addition, all but one participant works across multiple organisations, further contributing to an argument for a different focus or foci for commitment.

During the interviews, participants were asked to identify and define which they considered to be their primary job. The rationale being that this may provide further insight into how this may be reflective of their experiences, or how it may influence or reflect their organisational commitment. A summary of the definitions of their primary job, together with the themes and sub-themes developed from the analysis of the interviews is shown in Figure 28. The layout of Figure 28 is purely for illustrative purposes, and it does not represent a hierarchy of themes and sub-themes.
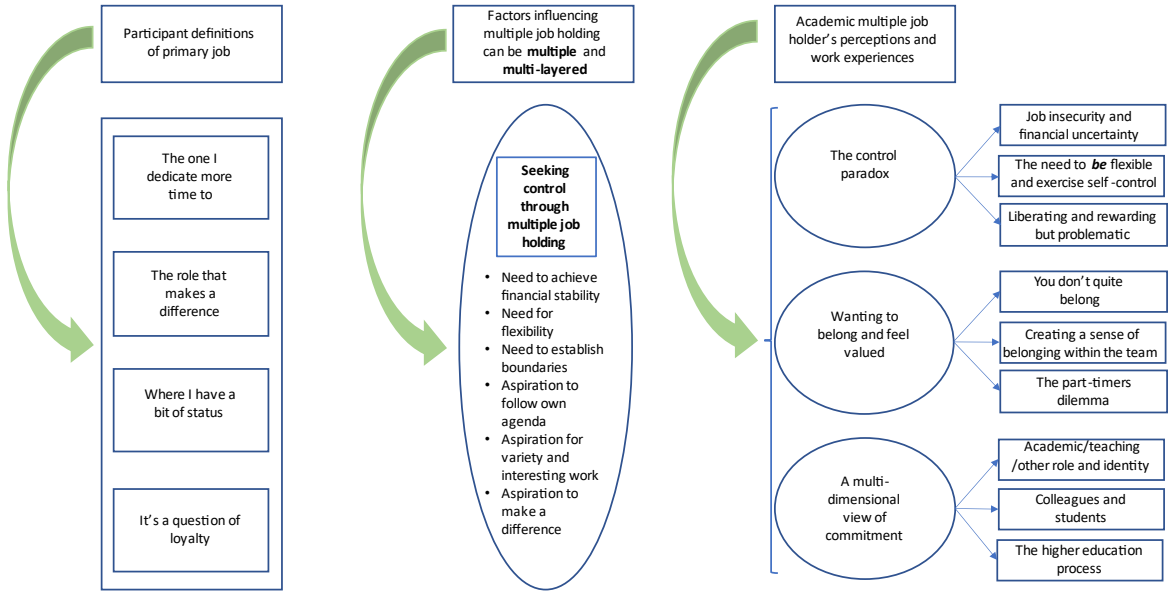
Figure 28: A summary of the themes and sub-themes developed from this study.

Figures 29 and 30 are examples to illustrate how the themes and sub-themes may influence and/or reflect each other for two of the participants selected from this study. Although the influences for, and perceptions and experiences of, multiple job holding are unique to each participant in this research, there are patterns which are reflected in the themes. These patterns are discussed further in this chapter.

198

The examples presented in Figures 29 and 30 identify the factors influencing multiple job holding for each of the two participants aligned to their corresponding sub-themes (within the main theme of seeking control). To expand further, for Barbara (Figure 29) there are five factors influencing multiple job holding which correspond to the need for financial stability, for flexibility and an aspiration for variety and interesting work. Although Barbara did not identify an aspiration to make a difference as an influence for multiple job holding, she defines her primary role as the one that makes a difference, therefore in the example this has been aligned with the corresponding aspiration.

Analysis of Barbara's interview data in relation to her perceptions and work experience of multiple job holding highlights job insecurity and uncertainty in relation to her casual contracts, and a need to *be* flexible because of work schedules and processes imposed by the academic institution. Although Barbara enjoys her academic roles as she can make a difference to students, because of these challenges she finds it both rewarding *and* problematic. This creates a paradox in terms of the control she is seeking and her experience of multiple job holding.

In her interview Barbara says she enjoys working with the academic team hence Barbara has a sense of belonging with her *colleagues* but expresses feelings of resentment in relation to the insecurity of her contracts, of not having a reliable income and not knowing whether work will be offered for the following year. This may be why Barbara describes her commitment as being to her teaching role, her colleagues and students and her commitment to being part of the higher education *process* which enables her to support students to succeed in their studies, rather than the organisation.
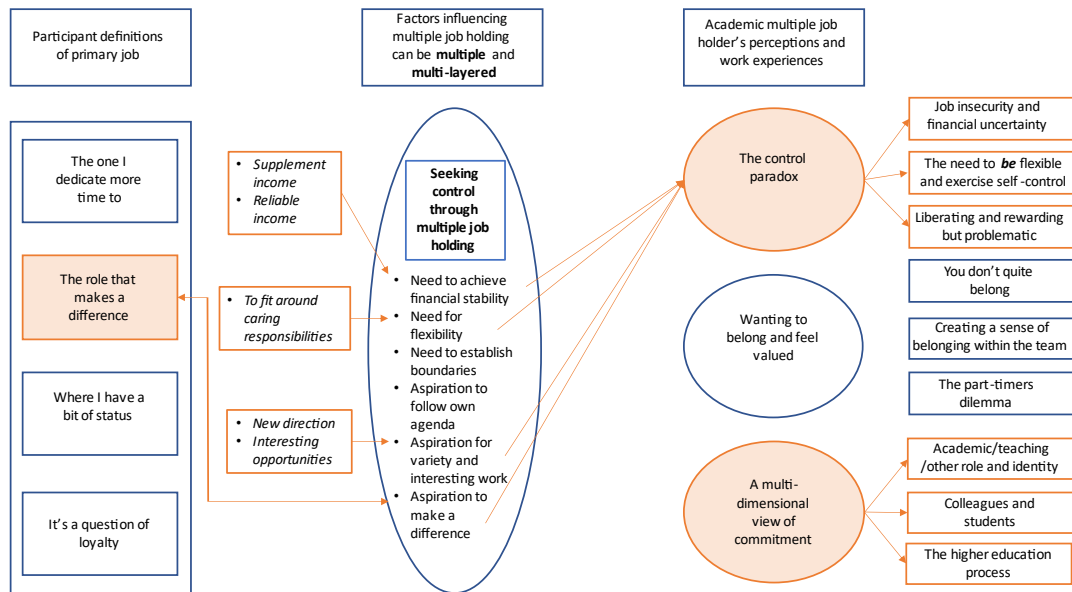
Figure 29: Summary of factors influencing multiple job holding for Barbara and her perceptions and work experiences of multiple job holding.
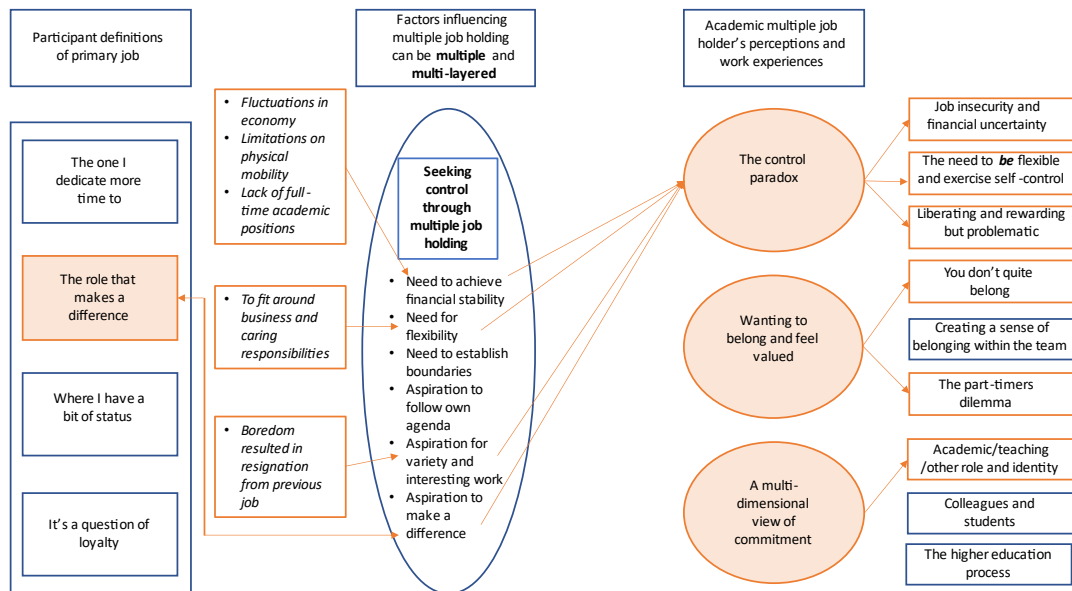
Figure 30: Summary of factors, influencing multiple job holding for John and his perceptions and work experiences of multiple job holding.

In this chapter, contemporary career theory, specifically the protean and boundaryless career concepts, is used as the lens through which to explore the themes shown above;

that is the influences for, and perceptions and experiences of, multiple job holding, including views of commitment to employing organisations and the corresponding themes. Figure 31 shows the alignment of the themes with the research questions around which this chapter is structured.
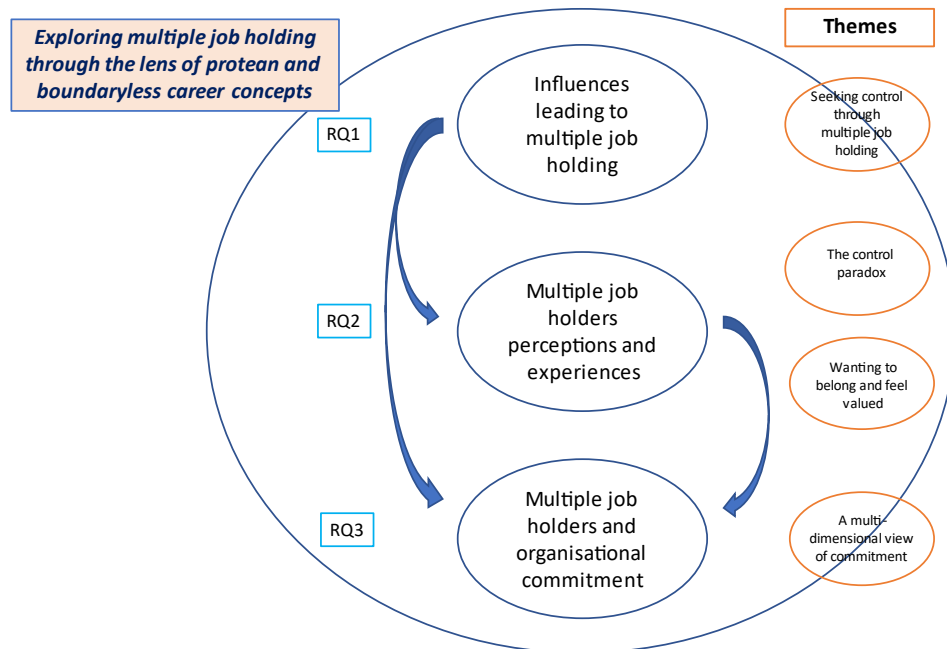
Figure 31: Using protean and boundaryless career concepts to explore multiple job holding.

For context, a synopsis of protean and boundaryless career concepts as discussed in chapter two is provided in Figure 32 below. As there is conceptual resemblance between the two career models, they have been integrated here for the purposes of providing a holistic overview of the concepts. Although distinct, the protean and boundaryless career concepts are complementary and have been combined in other studies for research purposes, for example, in studies by Briscoe and Hall (2006) and Briscoe and Finkelstein (2009).

Figure 32: The protean and boundaryless career concepts: competences, influences on, and behaviours with associated with protean and boundaryless careers (adapted from Hall, 1996; 2002; 2004; 2018 and Arthur and Rousseau, 1996).

6.2 Seeking control and the control paradox

As Figure 32 shows individuals with protean and boundaryless careers are characterised as being **free agents** (agents of their own career), with careers that are **flexible**, **values driven** and **self-directed**, and both **physically** and **psychologically mobile** (Briscoe and Hall, 2006; Sullivan and Arthur, 2006). Chapter two of this thesis highlights some of the criticisms levelled at these concepts to include the over-emphasis on individual agency over external influences, and the assumption that plentiful job opportunities exist (Baruch and Vardi, 2016). The findings from the present study align with the view that these concepts assume individual agency independent of social structures and systems.

For example, findings from the present study suggest a protean or boundaryless career orientation does not fully explain the career approach for those academics for whom factors influencing multiple job holding are *involuntary* (compulsion), or a combination of voluntary (choice) and *involuntary*. For most of the participants in this study *external* factors are key involuntary influences for their multiple job holding. For example, all but two participants are engaged on multiple 'precarious' teaching only employment contracts, a working arrangement that contributes significantly to job insecurity and financial

uncertainty, thereby *inhibiting individual agency*. Job insecurity and uncertainty are discussed further in section 6.2.3.1 and 6.2.5.1.

The findings also suggest that the onus for flexibility within academia lies with the *individual,* a result of inflexibility on the part of the higher education institutions, rather than the protean and boundaryless career approach being flexible. The issue of flexibility is discussed further in sections 6.2.1, 6.2.3.1 and 6.2.5.2.

For many participants, personal values have influenced their pursuit of an academic role with many seeking to make a difference to others through sharing knowledge and skills. This would seem to align with the values driven aspect of the protean and boundaryless career. However, for those participants who have a need for financial stability, where declining work based on values, can have serious implications for income, a values driven approach, whilst important, may not always be possible. Therefore, the importance of financial stability conflicts with claims (for example, Hall, 1996; Clarke, 2013; Hall *et al.*, 2018) that protean and boundaryless career decisions are not necessarily driven by financial considerations but by personal values.

For the academic multiple job holders in this study, careers would appear to be self-directed, for example, as evidenced by their pro-active professional and social networking in seeking to secure future contracts of employment. Although it could be argued that this is, in part, due to the use of short-term and non-permanent employment contracts by higher education institutions and a lack of perceived organisational support in terms of, for example, career and professional development opportunities. Perceived organisational support in the context of the findings of this study is examined further in section 6.3.3.

Although, the study by Segers *et al.*, (2008) found men and women to be equally self-directed, they suggest individuals become more psychologically but less physically mobile with age. Whilst there is no evidence to suggest this is the case for participants in the present study as some limitations to physical mobility exist across the different age profiles of participants, a larger sample or a more targeted age range may offer different findings.

Physical mobility for participants in the present study is constrained by considerations in respect of, for example, their additional jobs, children (schooling), partner (job, income, and geographical location) and other family members (elderly parents and caring responsibilities). These findings partially align with those of Heaton (2004) and Briscoe *et al.*, (2006) who found physical mobility can be limited to a geographical area because of a reliance on a partner's income and/or family commitments.

Existing research suggests women have greater psychological mobility, but less opportunities for physical mobility, than men because of a need to balance work with caring responsibilities (Sullivan and Arthur, 2006; Segers *et al.*, 2008). Whilst the findings of the present study identify a lack of physical mobility for male *and* female participants who have a partner who is working and/or children, there is no suggestion within the data that women have greater psychological mobility than men. It is acknowledged however that interviews with a larger sample of the academic population may provide further insight. However, some evidence of psychological mobility was found in the present study, in that participants express their commitment to multiple foci as opposed to being bounded by the institution itself. The multiple foci for commitment are discussed further in section 6.4.

In addition, the findings also highlight the need for the intrinsic rewards of needing to belong and feel valued. Analysis of the interview data identifies the lack of permanency, a result of casual employment contracts, contributes to feelings of isolation, thereby echoing the findings a study of part-time employees conducted by McDermid *et al.*, (2015). Indeed, Sullivan and Briscoe (2009) suggest that this lack and permanency combined with employment across multiple organisations can lead to stigmatisation by colleagues. This is reflected in some of the interviews in the present study where participants talk of feeling '*excluded*' from meetings and training events, of feeling as if they are on the '*periphery'* or exist on the outside of the '*magic circle'* or at the '*bottom of the pile'*. The need to belong and feel valued is discussed further in section 6.3.

The pursuit of control identified in this study suggests tensions exist between external factors that compel individuals towards multiple job holding and factors of choice that are more likely to be associated with the characteristics of a protean and boundaryless career.

6.2.1 Flexibility and work life balance: a *need* not a *choice*

These tensions between choice and compulsion have been highlighted in research exploring motivations and influences for multiple job holding. In a recent systematic review of literature on multiple job holding, Campion *et al*. (2020) found that pull *and* push factors can co-occur but suggest that *either* pull *or* push factors tend to dominate.   The academics in the present study identify multiple factors influencing multiple job holding from which the six sub-themes were created. Three of these themes are based on 'need*'* with a further three based on 'aspirations'. These themes, whilst not wholly aligning with, bear some resemblance to, the push (involuntary) and pull (voluntary) factors of compulsion and choice, with some alignment of the 'aspirations' with the protean career orientation.

The protean career approach is influenced by a protean career orientation, one that seeks intrinsic reward, freedom, and growth, and is open to new experiences (Hall, 2002; Hall, 2004; Sullivan and Baruch, 2009). Individuals with this orientation seek meaningful work, prefer continuous learning over job security and are committed to their professions (Sullivan and Baruch, 2009; Enache et al., 2013). Figure 33 below illustrates where the findings from this study in relation to influences for multiple job holding resonate with existing research in relation to multiple job holding and the protean career orientation, a subsidiary of the protean career concept.
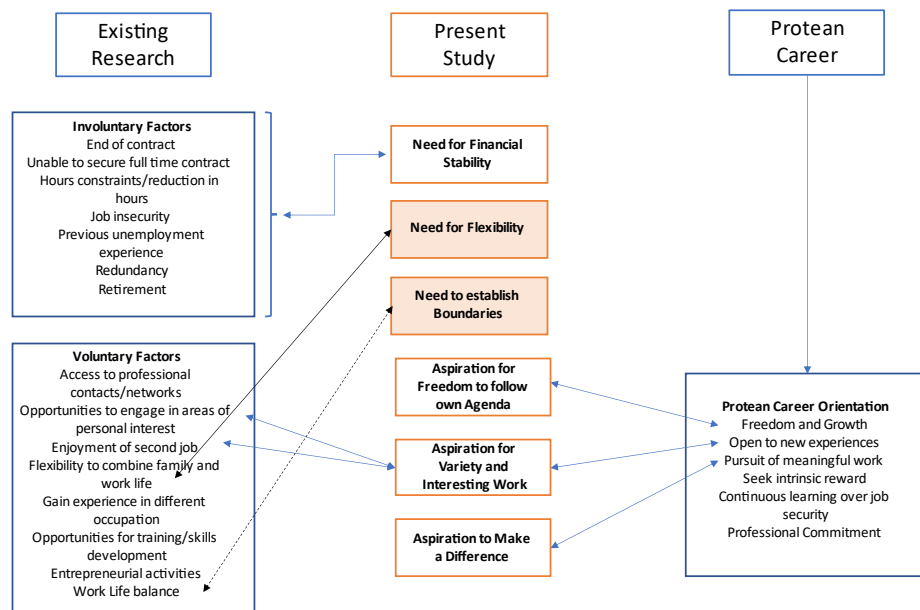
Figure 33: Illustration showing where themes developed from factors influencing multiple job holding resonate with existing research on influences for multiple job holding and a protean career orientation.

It is acknowledged that other voluntary factors established in existing research as listed above may be influences for multiple job holding amongst academics and further research with a larger sample size may identify these and other influencing factors. However, it is important to note that findings from this study depart from the existing research in that this study identifies factors associated with the themes of flexibility and establishing boundaries between work and life as being *needs* (a must have) rather than as voluntary factors.

In addition, this study highlights the *need* for 'establishing boundaries' between work and life (as opposed to a work/life balance) for some participants, who identify this need as

being a result of previous full-time work experience (work pressure and intensity), which affected mental and physical well-being. In categorising 'flexibility' as a *need* and identifying a theme of the need to 'establish boundaries' which goes beyond seeking a work/life balance, this study acknowledges the significant implications for individuals where control in terms of flexibility and work life balance cannot be achieved through multiple job holding. These implications include working additional unpaid and unsociable hours in their academic roles, whilst continuously and pro-actively developing networks and job seeking for those who employed on insecure and precarious contracts.

Figure 33 also highlights where the characteristics of the protean career orientation align with the aspirations for multiple job holding amongst academics in this study. The present study suggests a counter argument to the protean career orientation perspective which claims individuals prefer continuous learning over job security.   For example, Kathryn, who has multiple part-time hourly paid jobs within her portfolio of work, is one of several participants for whom financial stability comes '*above everything else'*. Continuous learning may be important, but for many without job security, it is not the priority.

Although an orientation for intrinsic reward is not identified as an influence for multiple job holding, analysis of the participant's interviews in relation to their work experiences highlights a need to feel valued, to be recognised for their contribution. Whilst this reward is achieved through student feedback, it is not always evident in their relationships with their employing institutions. For example, in the interviews some participants talk about line managers and their organisation(s) showing no interest in them, of having no peer feedback on performance, and not receiving development reviews. Despite this, participants continue to invest time and effort in their academic roles. Therefore, this and professional commitment are examined further in sections 6.2.4.1 and 6.3.2.

6.2.2 Casual contracts constrain multiple job holders' ability to make career decisions based on personal values

The increase in non-standard employment contracts has been acknowledged by researchers as further adding to the argument that factors influencing multiple job holding may not be as simple as voluntary *or* involuntary, or choice *or* compulsion but a combination of multiple and overlapping factors (Cam, 2012; Campion *et al.*, 2020). Whilst a few participants in the present study are influenced by a single factor, most are influenced by multiple factors found within and/or across more than one of the six sub-themes created from the analysis of the interview data (see Figure 22 in chapter four).

Consequently, the present study's findings support the argument proposed by researchers (for example, Kimmel and Conway, 2001; Wu *et al*., 2009; Dickey *et al*., 2011; Bamberry and Campbell, 2012; Campion *et al*., 2020; Campion and Csillag, 2021) that multiple job holding is influenced by a combination of diverse factors. The findings therefore diverge from the early research (such as Alden 1977; Paxson and Sicherman, 1996; Bell *et al*., 1997) which suggests a binary division of financial and non-financial factors exists. However, whilst many of the participants in the present study identified multiple influencing factors, the need to achieve financial stability remains of paramount importance, with factors such as a constraint on hours, recession, previous experience of redundancy, economic fluctuations, job insecurity, and job availability leading to this need.

The need for financial stability being a key influence for multiple job holders in the present study is not surprising given the increased use of casual contracts within higher education (UCU, 2016; Megoran and Mason, 2020). These types of contracts result in greater job insecurity and uncertainty, placing constraints on individual's ability to act as agents in their own careers, driven by personal values. Despite acknowledging the challenges for individual agency in an environment characterised by volatility, uncertainty, complexity, and ambiguity (VUCA), Hall *et al.,* (2018) still emphasise an individual's agentic role in their careers. The findings from the present study challenge this perspective.

The present study therefore argues that for many academic multiple job holders, external factors such as the use of casual contracts, *constrain* career decisions based on personal values and individual choice. The findings from the present study also align with those found in the recent empirical study investigating motivations for multiple job holding in the United States by Campion and Csillag (2020:19) who found evidence that precarious workers were influenced by 'perceived economic deprivation or financial want'. Findings from the present study therefore contributes to debate around these narratives.

6.2.3 The 'need' themes and perceptions and experience of multiple job holding

As established, the findings from the present study support arguments (for example, Baruch, 2006; Baruch and Vardi, 2016) that the protean and boundaryless career concepts, although helpful, do not take adequate account of external factors influencing career decisions. All but one of the participants in the present study identify one or more *external* multiple factors, categorised within and/or across the three 'need to/for' sub-themes developed from the analysis of interview data, one of which is the need for financial stability. Indeed, it *is* the external factors that contribute significantly to the 'need' themes

and a desire for greater control over working lives. Furthermore, the findings suggest that these external factors, together with organisational strategy, policy, and processes, particularly those in higher education institutions, influence participant's perceptions and experiences of multiple job holding, and their feelings towards, and perceptions of, their employing organisation(s).

Figure 34 summaries the influencing factors for multiple job holding for the three 'need' sub-themes developed in this study and presented in chapter four.
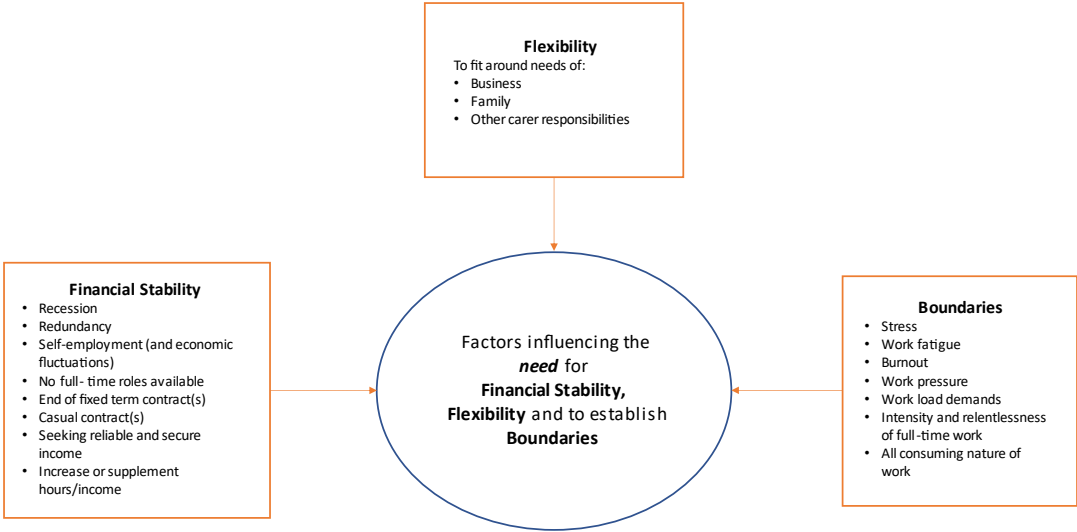
Figure 34: Themes and factors identified in this study as being influences for multiple job holding

6.2.3.1 Job insecurity and financial uncertainty, the need to be flexible and exercise self-control

Figure 35 (see page 210) builds on Figure 34 by providing an overview of participant work experiences, perceptions, and feelings towards their employing higher education institutions in relation to these needs, as presented in chapter five. Figure 35 illustrates how participants perceive and experience multiple job holding in response to their needs for financial stability, flexibility and the need to establish boundaries, and how this influences perceptions and feelings towards the higher education Institution.   For example, participants seeking a reliable and secure income have a need for financial stability. However, all but two participants are employed on one or more casual employment contracts creating job insecurity, financial uncertainty, anxiety, and the need to constantly

and pro-actively seek future work leading to feelings of frustration and resentment towards the institution.

Academic job, or career, insecurity as in other sectors, has been found to contribute to a sense of *powerlessness*, and is associated with the threat posed to *desired* continuity of employment, such as that posed by casual contracts (Colakogu, 2011; Ortlieb and Weiss, 2018). It could therefore be argued that this sense of powerlessness has consequences for individuals seeking greater control over their working lives. Furthermore, career insecurity can reduce an 'individuals' ability to spare necessary time and effort to attain personally meaningful success in their careers.' (Colakoglu, 2011:47). Despite this, Greenhalgh and Rosenblatt's (2010) theory of job insecurity suggests that feelings of job insecurity are moderated for contingent workers because they know and expect their job(s) to be terminated.   Moreover, it is argued that having a boundaryless career orientation reduces career insecurity, as individuals with this orientation possess high levels of self-awareness, for example, in setting personal expectations and goals, in marketing their knowledge and skills, and in developing networks and relationships, for future employment (Colakoglu, 2011). However, this supposes an environment in which *desired* alternative employment and job opportunities exist, which in higher education, given the extensive use of non-standard employment contracts, is not always the situation.

The findings from the present study suggest that despite knowing contracts will end, this and the uncertainty as to whether they will be renewed and/or alternative work elsewhere can be found, *contributes* to, rather than moderates, feelings of job insecurity. It could therefore be argued that a sense of powerlessness may exist for these participants in not having more control in relation to these types of contracts, given the need for financial stability and the need to belong which suggests a desire to remain employed, if not in the institution, within academia. As noted in section 6.2, the ongoing use of precarious casual contracts by higher education institutions may therefore influence individual perceptions of organisational support. This is explored further in section 6.3.3.

Job insecurity is also said to reduce job satisfaction and commitment to organisations (Greenhalgh and Rosenblatt, 2010; Baruch, 2013; Shoss, 2017). This is reflected in the findings from the present study which suggest the factors influencing multiple job holding, may not only influence perception and work experience of multiple job holding, but also feelings towards, and perceptions of the employing organisation(s). Thereby, highlighting the tensions between seeking control and the control achieved through multiple job holding discussed in chapter five.

Figure 35 illustrates the three 'need' themes established in the present study aligned to the perceptions and work experiences of participants, and feelings and perceptions to the higher education institution(s). Existing research has established the importance of a desire for personal control, claiming that it is necessary for well-being and a loss of this control (perceived or actual) can lead to increased stress (for example, Greenberger and Strasser, 1986). As Figure 35 highlights, for all but one of the participants in this study, work experiences do not reflect the control they are seeking through multiple job holding. For example, job insecurity and financial uncertainty does not meet the need for financial stability, the need to *be* flexible and exercise self-control does not fully address the need *for* flexibility and boundaries between work and life. Thereby creating a control paradox, increasing individual anxiety, leading to feelings of resentment and frustration in relation to the organisation.
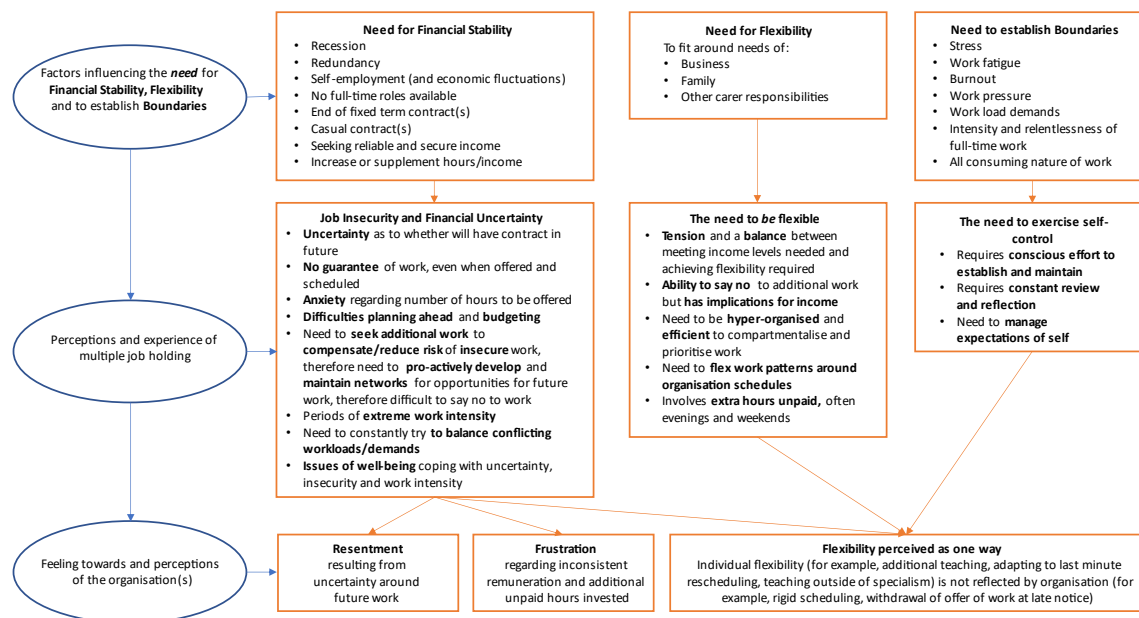
Figure 35: An overview of participant work experiences, perceptions, and feelings towards their employing higher education institution(s) in relation to the *need* themes for multiple job holding.

However, the findings from this study also highlight participant adaptability, self-awareness, and resilience (three of the competencies associated with protean and boundaryless career concepts) in coping with this paradox. This is discussed further in section 6.3.4.

6.2.4 The 'aspiration' themes and perceptions and experience of multiple job holding

Feldman and Turnley (2001) argue some academics do not wish for full-time, permanent positions, claiming that contingent employment can provide a better work life balance and enable individuals to pursue different careers concurrently. Whilst findings from the present study suggest some participants did indeed wish for a full-time, permanent academic position, which for various reasons were not available to them, for others a *full-time*, permanent position is not desired. It is noted however that for many participants a *part-time*, *permanent* position is desirable as this addresses the need for a reliable income, thereby affording greater control and providing a greater sense of belonging.

Dickey *et al.*, (2011; 2015) suggest individuals may choose a second job, when it offers opportunities for development, new experiences, interesting work and/or job satisfaction. As noted earlier, all but one of the participants identified one or more factors influencing multiple job holding categorised within the 'need' themes. However, several participants also identified one or more factors relating to aspirations for 'freedom' to follow their 'own agenda', 'variety' and 'interesting work', and to 'make a difference'. Indeed, the findings from the present study do suggest that variety and the freedom to follow a personal agenda, including being able to create a plan for a work life balance, for development, and to pursue work that aligns to personal interests, are influencing factors for multiple job holding, thereby aligning with earlier research.

As illustrated in the previous section however, these aspirations are not without their problems, particularly when combined with, for example, the need for financial stability. Therefore, the present study refutes claims by Direnzo *et al.*, (2015) suggesting that a protean career promotes a work life balance because of the focus on the whole life/self. Whilst external factors such as the use of casual contracts within higher education continue to exist many academic multiple job holders will continue to struggle to achieve work life balance despite their aspirations for control over this aspect of their lives.

6.2.4.1 Liberating but problematic

The struggle for greater control over work life balance is further illustrated in Figure 36 which summarises participant work experiences, their perceptions, and feelings towards their employing higher education institutions in relation to these aspirations, as presented in chapter five.

Figure 36: An overview of participant work experiences, their perceptions, and feelings towards their employing higher education institution(s) in relation to the aspiration themes for multiple job holding.

As Figure 36 shows, some participants enjoy the ability to engage with a diversity of roles, to engage with interesting work and to manage their work (within the confines of organisational timetabling and schedules) that multiple job holding brings. However, for most participants, where a need for financial stability and/or flexibility exists, and/or where hours of unpaid work are invested, this is countered by feelings of resentment and frustration towards the higher education institution.

One of the definitions identified by participants in relation to their primary job is the role that 'makes a difference'. This also aligns to their personal and professional values of being able to help or benefit others. This pursuit of meaningful work and the discovery of a 'calling' are said to be traits associated with a protean orientation (Enache *et al.,* 2013:883). In the interviews for the present study, participants talk about their academic role(s) as being stimulating, enjoyable and providing a source of job satisfaction. Participants highlight interactions and feedback from students, knowing that they are helping students, and that their knowledge, skills, and experience is benefiting others as being rewarding.

Indeed, several participants defined their primary job as 'the one they dedicate more time to'. For some participants, this referred to the employment contract with the highest number of paid hours, which given the temporary nature of many of the contracts, may change over time as contracts come to an end and new contracts are secured. For others

this definition not only includes the number of contractual paid hours, but also additional *unpaid* hours spent completing the work required, for example in marking student assessments.

6.2.5 The control paradox: adaptability, personal agency, self-awareness and resilience

Bravo *et al*. (2017) claim individuals with a protean or boundaryless orientation possess the competencies of **adaptability,** (to fit the work context), **personal agency** (in career self-management), **self-awareness** (to exploit personal resources) and **resilience** (to cope with uncertainty).

According to Briscoe *et al.,* (2012) individuals with a protean or boundaryless career attitude not only adapt to, but thrive, in uncertainty such as that brought about by insecure employment because of economic downturn. However, counter claims assert that this adaptability is over-stated and that not all groups of employees have equal agency (Inkson, 2006; Inkson *et al*., 2012). Self-awareness as a competency is therefore required to exploit personal resources to respond to changes in the environment and individual needs (Hall, 1996; Direnzo *et al*., 2015). Furthermore, as a boundaryless career is one in which importance is placed on the individual *over* the environment. Arthur and Rousseau (1996) argue that resilience helps the individual to help cope with the uncertainty associated with this career approach.

Chapters four and five present numerous examples of how participants in this study have demonstrated the competencies of adaptability, self-awareness, and resilience in responding to changes in the environment and personal circumstances, whilst seeking to retain personal control. The study findings do not, however, suggest individuals for whom multiple job holding is influenced by any one or more of the factors within the 'need' themes, all of whom have casual academic contracts as part of their portfolio of work, are thriving in the face of the uncertainty this brings. The findings show that these multiple job holders are adapting, that they demonstrate resilience, and develop strategies including expanding and maintaining personal and professional networks, and their knowledge and skills, in pro-actively seeking future work. Instead of thriving in uncertainty, for many participants this uncertainty has adverse implications for well-being. The present study therefore supports claims by Baruch and Vardi (2016) and DeCuyper *et al*. (2018) that the instability and job insecurity associated with a boundaryless career can cause anxiety, confusion, and stress. Indeed, the results from research conducted by the UCU (2019:4)

213

report that 71% of the research respondents consider their insecure contracts of employment to have adversely affected their mental health.

The following examples from the present study highlight how the participants evidence significant adaptability, self-awareness, and resilience in an unstable and uncertain environment.

6.2.5.1 Financial stability versus job insecurity and uncertainty: adaptability, self-awareness and resilience

John who holds several part-time hourly paid academic contracts, alongside running his own business, talks about a '*benefit of portfolio working'* as being the ability to migrate into other jobs when one job goes '*pear-shaped'*. He and other participants talk about the need to pro-actively develop and maintain networks both in *and* outside of work to assist in securing future work. This pro-activity is a *requirement*, a consequence of insecure contracts, rather than the pursuit of new experiences. This not only demonstrates **adaptability** and **self-awareness** in the use of personal resources but also **resilience** in coping with the uncertainty associated with these types of casual contract.

However, it does raise the question as to whether the need to be so adaptable and resilient in respect of this type of uncertainty would be as vital if higher education institutions moved away from the current extensive use of casual contracts that are of short duration and limited in hours, and where individuals do not have the same employment rights as their colleagues on permanent contracts. It is not the intention here to suggest that participants in this study did not already possess these competencies, nor that they do not need them. It is to note that in these circumstances, academic multiple job holders with casual contracts of employment are forced to *rely* on their adaptability and resilience in seeking to gain some control but are ultimately at the mercy of the institutions which continue to use these types of contracts.

The claim that individuals have personal agency in career self-management is tempered by experiences such as those shared by Eric who talks about the loss of control in relation to being made redundant, saying, *'it's [control] is not within your gift anymore'*. This lack of control therefore contradicts claims of personal agency, that is the ability to operate independently, unconstrained by the social system. Eric continues by adding that he took on multiple jobs out of '*necessity*' rather than choice, further demonstrating adaptability and resilience in adversity.

Richard provides further evidence of adaptability, self-awareness, and resilience in his response to not being able to secure a full-time academic position following completion of his PhD. In acknowledging what he says was '*acceptance*' that he would have to teach in '*a couple of places'* before securing a full-time position, he gained employment on part-time hourly paid contracts at three different institutions. Multiple job holding would appear to again have been out of necessity, rather than choice and personal agency. Like John, Richard was assisted in this endeavour through his academic networks and talks of his strategies for managing conflicting workloads, the need to constantly seek and apply for jobs, and the uncertainty and effect on personal well-being that these contracts generate. Consequently, his commitment is not aligned to organisations but his academic colleagues.

6.2.5.2 Flexibility and boundaries versus the need to be flexible and exercise control: adaptability, self-awareness, and resilience

As established earlier in this chapter, whilst physical and psychological mobility is a characteristic of protean and boundaryless careers, for some participants, this mobility is not always possible because of their partner's job, their children's schooling or because of caring responsibilities for other family members.   Instead, participants have had to adapt how they manage their careers in these circumstances by seeking multiple jobs.

Whilst Briscoe *et al*., (2012) suggest that pro-actively exploring opportunities and building relationships is indicative of a physically and psychologically mobile attitude to career development, Guan *et al*., (2019) suggest continually transitioning from one job to another can cause physical and mental stress, as well as work-life conflict. The present study findings suggest, for some participants, it is a further example of the necessity to be adaptable to circumstances and social structures.

Many of the participants in the present study talk of the hours they invest over and above their contracted hours in their academic roles which are unrecognised by the institution and unpaid. This echoes findings of the UCU (2019:4) report that indicates on average part-time and hourly paid academics are completing 45% of their work without remuneration.

Workload intensity, together with conflicting deadlines, rigid schedules, and timetables all contribute to the need to *be* flexible, to adapt and adjust their working and personal lives to accommodate these challenges. These adjustments include working evenings and weekends. These findings align with those of Fenwick (2006) who found that whilst some flexibility is offered through multiple job holding, these challenges can lead to exhaustion

and stress, and blurring of the distinction between home and work. The findings also highlight the resilience of the participants in seeking to manage these challenges.

The findings from the present study highlight contradictions between the characteristics of the protean and boundaryless careers concepts and the experiences of academic multiple job holders, particularly those with casual contracts, for whom flexibility, physical and psychological mobility is dependent on the external environment and personal circumstances. Equally, for these multiple job holders a self-directed and values driven career is also constrained by the external environment and personal circumstances, thereby reducing their personal agency. However, the competencies of adaptability, self-awareness and resilience are clear in their responses to the challenges they experience in seeking to gain greater control over their working lives.

6.2.6 Section summary: seeking control and the control paradox

This section summarises the findings in this chapter in relation to influences for multiple job holding, and academic multiple job holding and the protean and boundaryless career concepts.

6.2.6.1 Influences for multiple job holding

The findings from the present study highlight complex and multi-layered influences for multiple job holding aligning with recent research which suggests a combination of diverse factors exist. For most of the participants, external factors are key *involuntary* influences for their multiple job holding. The need to achieve financial stability is of paramount importance for many of the academic multiple job holders, a result of external factors such as recession, previous experience of redundancy, economic fluctuations, job availability and the use of casual employment contracts.

However, the findings depart from existing research, in that the factors associated with the themes of flexibility and establishing boundaries between work and life are identified as being *needs* (a must have) rather than as voluntary factors. The study findings also suggest that a need to establish boundaries between work and life, as opposed to achieving a work/life balance, exists for some participants. The need to establish these boundaries is a result of previous full-time work experience (work pressure and intensity), which affected mental and physical well-being.

6.2.6.2 Academic multiple job holding and the protean and boundaryless career concepts

Protean and boundaryless careers are often associated with academic careers and multiple job holding in which individuals are characterised as being free agents whose careers are flexible, values driven and self-directed, and are both physically and psychologically mobile. However, these concepts have received criticism for their over-emphasis on individual agency over external influences. It is claimed that individuals with a protean and boundaryless career orientation are adaptable, self-aware, resilient and have personal agency in career self-management. The findings from the present study suggest that these concepts, although helpful, do not take adequate account of the external factors influencing career decisions. Analysis of the interview data also highlights participant's adaptability, self-awareness and resilience but questions their ability to realise personal agency in the context of the external environment.

As noted in 6.2.5.1, recent research suggests a combination of diverse factors influencing multiple job holding, with the present study findings highlighting complex and multi-layered influences for multiple job holding. The need to achieve financial stability being of paramount importance for many participants is highlighted in this study, a result of external factors such as recession, previous experience of redundancy, economic fluctuations, job availability and the use of casual employment contracts. As such, findings do not align with the protean career orientation claim that individuals prefer continuous learning over job security. The findings also raise a question as to whether individuals are free agents, independent of social structures and systems, in terms of making decisions about their careers.

Rather than the protean and boundaryless career approach being flexible, the present study findings also suggest the onus for flexibility lies with the academic multiple job holder, a result of inflexibility in timetables and other processes on the part of the higher education institutions. Furthermore, although personal values have influenced the pursuit of an academic role with many participants seeking to make a difference to others through sharing knowledge and skills, the use of casual contracts, *constrain* career decisions based on these values and choice as they strive to fulfil the need for financial stability.

The study findings suggest that contrary to the protean and boundaryless career characteristics, physical mobility is restricted by considerations in respect of, for example, children (schooling), partner (job, income, and geographical location) and other family members (elderly parents and caring responsibilities). Although there is some evidence of

psychological mobility, in that participants express their commitment to multi-foci as opposed to being committed to their employing institution(s). In addition, contrary to findings by Briscoe *et al*., (2012) that pro-actively exploring opportunities and building relationships is indicative of a physically and psychologically mobile attitude to career development, the present study findings instead suggest it is an example of the *necessity* to be adaptable to circumstances and social structures.

Analysis of the interview data suggests participant's experiences of multiple job holding do not reflect the control they are seeking. Thereby creating a control paradox increasing individual anxiety, leading to feelings of resentment and frustration in relation to the organisation. For example, the need to *be* flexible does not fully address the need *for* flexibility. Therefore, the present study refutes claims by Direnzo *et al*., (2015) that suggest a protean career promotes a work life balance because of the focus on the whole life/self. The findings also suggest participant's perceptions and experiences of multiple job holding, and their feelings towards, and perceptions of, their employing organisation(s) are influenced by external factors, including higher education institution strategy, policy, and processes.

The findings from the present study suggest that the use of casual contracts contributes to feelings of uncertainty and job insecurity. Job insecurity has been found to contribute to a sense of *powerlessness* and can reduce the time and effort available for individuals to achieve career success. Although it is argued that a boundaryless career orientation reduces this insecurity due to individuals possessing high levels of self-awareness, this view assumes an external environment in which job opportunities are plentiful. Job insecurity is also said to reduce job satisfaction and commitment to organisations. This is reflected in findings from the present study further supporting the suggestion that the need factors influencing multiple job holding, and the perceptions and work experiences of multiple job holding, influence feelings towards, and perceptions of, the employing organisation(s). Thereby raising questions as to whether a lack of commitment to the organisation emanates from a protean or boundaryless career orientation or from the perceived lack of organisational support. Nonetheless, uncertainty arising from job insecurity creates a paradox between the control these academic multiple job holders are seeking and the control they experience.

In coping with this paradox, the findings show that participants are adaptable, possess self-awareness and are resilient. It is noted that academic multiple job holders with casual contracts of employment are forced to *rely* on their adaptability and resilience to seeking to

gain some control but are ultimately at the mercy of the institutions which continue to use these contracts. This raises a question as to whether the need to be so adaptable and resilient would be as vital if higher education institutions moved away from the current extensive use of casual contracts that are of short duration and limited in hours, and where individuals do not have the same employment rights as their colleagues on permanent contracts.

The findings also highlight a need to belong and feel valued, with analysis of the interview data identifying the lack of permanency, a result of casual employment contracts, as contributing to feelings of isolation and exclusion. This need to belong and feel valued is discussed further in the next section in the context of job satisfaction and organisational commitment.

6.3 Job satisfaction and organisational commitment, wanting to 'belong' and feel valued.

It is claimed that individuals with a protean career orientation seek jobs that are meaningful (Enache *et al*., 2013) and provide high job satisfaction (Hall and Las Heras, 2010; Baruch *et al*., 2016). It is also contended that these individuals are committed to their *profession* rather than their employing *organisation* (Hall, 2004). Similarly, it is argued that individuals, attracted to the academic profession, because of their desire to make a difference to others through research and teaching, (Megoran and Mason, 2020) are more likely to be committed to their profession than their employing higher education institution (Meyer *et al.,* 1993; Parker and Jary, 1995; Dorenkamp and Ruhle, 2019).

Findings from the present study suggest that academic multiple job holders *are* satisfied with their academic role in terms of the role being rewarding and a way in which to make a difference to others. Whilst findings also suggest a commitment to the academic profession, for many participants a sense of belonging is desired as highlighted by, for example, the '*part timers dilemma'* in chapter five.

6.3.1 Job satisfaction and the academic multiple job holder

It has been suggested that job scarcity *increases* job satisfaction as comparison and evaluation of current employment is limited (Crede *et al.,* 2007). However, it is also claimed that job satisfaction is dependent on type of employment contract (Wilkin, 2013). For example, use of non-standard employment contracts, particularly short term, and casual contracts, is said to lead to feelings of job insecurity and a *decrease* in job satisfaction (Shoss, 2017).

Many participants in the present study express job satisfaction with their *role* as an academic (for example in sharing knowledge, supporting students, raising awareness of their discipline), describing the role as '*rewarding*', '*stimulating*' and '*challenging*'. Furthermore, as highlighted in section 6.2, some participants identify the aspiration to make a difference to others as an influencing factor for their multiple job holding, with some identifying their academic role as their primary job because it is the role through which they *can* make a difference to others. These findings align with those of Megoran and Mason (2020) in terms of why individuals are attracted to the academic profession. Some of the participants in the present study also express satisfaction with the autonomy afforded by their academic role. Therefore, these findings complement some aspects of the protean and boundaryless career orientation.

Although satisfied with the role of academic, participants in the present study are less satisfied with the support they receive from their higher education institutions, expressing feelings of '*frustration*', *'resentment'*, and *'anxiety'* regarding employment contracts, work schedules, flexibility, communication, resources, and opportunities for development. These frustrations reflect participant's perceptions that they are not recognised for their contribution to, or valued by, their employing institutions. This is mirrored in their perceptions of, and feelings towards, the institution(s), and their commitment to these institutions, some of which have been discussed in section 6.2 and highlighted in Figures 35 and 36.

6.3.2 Organisational commitment and the academic multiple job holder

It is argued that it is 'imperative' for academics in research and teaching roles within higher education to be satisfied with, and emotionally attached to, the institutions in which they are employed (Zhang *et al*., 2019:1432). This is believed to provide the institution with the competitive edge required in an environment where increasing importance is placed on measures of performance (Enache *et al.,* 2013). Therefore, for higher education institutions seeking 'excellence' from their academics to achieve 'world class status' (Tight, 2018:280), commitment to the organisation and organisational goals is essential. Cioca *et al*., (2021) assert that emotional attachment to the employing organisation also has benefits for employees in terms of a sense of fulfilment, health, and mood.

Despite Hall's (2004) contention that individuals with a protean and boundaryless career attitude are committed to their profession, ambiguity remains as to whether these individuals are less committed to their employing organisation (Övgü Çakmak-Otluoğlu, 2012). Indeed, recent research, albeit not in relation to protean and boundaryless career

220

orientations, has established that organisational and professional commitment are not mutually exclusive (Meyer *et al*., 2013; Sheikh and Aghaz, 2018; Valeau *et al*, 2021). Furthermore, recent developments regarding the organisational commitment concept include multiple foci for commitment, for example, profession and colleagues (Meyer *et al*., 2013; van Rosenberg *et al*., 2018).

The findings from the present study would seem to support the notion of multiple foci for commitment, as participants express a commitment to their academic profession or discipline and/or their teaching role as well as to colleagues and students. However, for many participants, a lack of a sense of belonging either in terms of a group (colleagues or department/faculty) or the wider university has implications for job satisfaction *and* attachment to the institution as well as engendering feelings of '*isolation*', of being '*excluded*' and '*disadvantaged*'.

Participants express a sense of belonging to colleagues or the wider academic community. One participant expresses an emotional attachment to the higher education in which they have been employed for over twenty-five years. However, for most of the participants the desired sense of belonging is not fulfilled and a perceived lack of recognition of their value to the institution exists.

A summary of the perceptions and experiences of participants in this study in relation to the need to belong and feel valued is provided below in Figure 37.

Figure 37 highlights participant's experiences of their 'status', their lack of belonging and recognition, identifying feelings of annoyance, dissatisfaction, and unequal treatment in terms of remuneration and benefits. Although only one participant speaks of their primary role as being one where they '*have a bit of status*', the mention of status in relation to experiences appears in several interviews in the present study. Participant's perceptions of their employing institution's priorities and lack of interest in them, because of a perceived lack of status within the institution, affect their interest in the organisation. However, it is noted that this does not affect their commitment to their profession and the higher education *process,* that is their role in teaching and supporting students to graduation.

The 'interloper' who wants to belong and feel valued
- **Not treated as a 'proper' employee** (limited or no status)
  - Excluded from events such as training/meetings or not considered in the planning and communication of these events
  - Not kept informed, therefore feel disadvantaged
  - Little or no feedback on performance from organisation/line manager
  - Lack of space and resources means don't feel valued
- **Little/no sense of belonging** (to organisation and/or team/group)*
  - Feelings of isolation, of being 'peripheral' or 'bottom of the pile'
  - Tensions between wanting to belong and recognising costs of doing so (for example, travel and time, and opportunity costs (for example, declining other work or needing to rebalance completion of work load)
- **Lack of recognition/feeling that valued by organisation/line management**
  - Knowledge and skills not recognised/underutilised
  - Lack of information from organisation/HR regarding work opportunities during, in between and at end of contract
  - Organisation/HR processes which inhibit, rather than restrict, access to resources/information in between contracts, even when contract is renewed
  - Feeling 'unwanted' and frustrated having prepared work/content for contract not to be renewed

*For some participants, sense of belonging exists at team level

Perceptions and experience of multiple job holding

Strategies for coping/managing
- Attending events/training/meetings and check emails outside contractual paid hours
- Joining/initiating informal groups for communication outside of contractual hours
- Pro-actively making an effort to engage with colleagues in and out of work
- Accepting the situation and managing own expectations of others/organisation

Feeling towards and perceptions of the organisation(s)

- **Annoyed** with additional hours invested in work not recognised or remunerated, and with expectations on individuals outside of contract/end of contract/between contracts
- **Dissatisfied** with unclear/lack of communication
- **Frustrated** at underutilisation of knowledge/skills, instead used to 'fill in gaps'
- **Disenfranchised** with lack of line manager understanding and interest in them as individuals, and consideration by colleagues (not welcome/ignored in meetings)
- **Treated unfairly and inequitably** as not paid to attend events/not paid for additional hours, receive reduced employment benefits/rights, can be 'disappeared' at the end of a contract
- **Organisations 'couldn't care less'** about them because of their lack of status within the organisation
- **Organisational priority is perceived as being to make money**
- **Organisation's lack of interest in individual reduces their interest in the organisation**

Figure 37: An overview of participant work experiences, their perceptions, and feelings towards their employing higher education institution(s) in relation to the need to belong and feel valued theme for multiple job holding.

In seeking to manage these frustrations the participants *adapt* by adopting a variety of different coping strategies also illustrated in Figure 37. These include checking emails outside of their contracted hours. To create a sense of belonging with the team, some participants join or initiate informal group meetings with colleagues in their own time and attend meetings (often in their own time). They invest their time in this way so that they are informed and aware of changes or developments in policy and process as well as to support students and be part of their teaching team, department/faculty.

Other participants, whilst being pro-active in ensuring they are informed on developments and changes throughout the academic year, particularly the teaching periods, talk of managing their expectations in terms of the reciprocal nature of their engagement with the institution. Whilst this further demonstrates individual *adaptability, resilience,* and *self-awareness*, greater organisational support and consideration could alleviate some of these challenges for academic multiple job holders.

The psychological contract and perceived organisational support are useful concepts in seeking to explain these perceptions and feelings towards the higher education institutions. These concepts are revisited in the next section in the context of the present study.

6.3.3 Applying the psychological contract and perceived organisational support to explain participant perceptions and experiences of multiple job holding

The physical and psychological mobility associated with a protean or boundaryless career, appears to complement the balanced or hybrid psychological contract (see chapter two, Figure 12). This type of psychological contract reflects an open-ended employment relationship in which contribution to organisational goals is exchanged for financial rewards and development opportunities (Lo Presti *et al*., 2019).

Like the relational psychological contract, the balanced or hybrid contract is said to be based on social exchange and is influenced by an employee's perception of organisational support (Garcia *et al*., 2021). This perceived organisational support includes fair treatment in terms of, for example, type of work contract, work schedule as well as opportunities for growth and development, and recognition of contribution. It is claimed that fair treatment by the organisation, *and* line managers, increases job satisfaction and, together with social *inclusion*, promotes emotional attachment to the organisation (Sturmand and Walsh, 2014; Cioca *et al*., 2021; Wietrak *et al.*, 2021). When afforded *voluntarily* by organisations, individual's obligation to support the organisation in the achievement of it's goals and objectives is increased as this indicates that the organisation cares about the well-being of the individual (Rhoades and Eisenberger, 2002).

Figure 38 summarises the relationship between perceived organisational support, the relational psychological contract and commitment to the organisation, and the balanced or hybrid psychological contract and commitment to organisational goals based on the literature examined in chapter two.

Hence, for many particpants in the present study, job satisfaction and commitment to the organisation is influenced by *exclusion* from, for example, meetings, training events and development reviews, and a perception of *unfair* treatment by the organisation, and in some cases by their line managers. This includes job conditions (type of employment contract affecting 'status' and increasing job insecurity), reward (hours worked unpaid and differences in payment schedules across universities), procedural justice (distribution of/access to resources), and a lack of recognition in terms of the value of their contribution. This aligns with suggestions from Winter and Sarros (2002) that perceived lack of organisational support can lead to a breach in the psychological contract.
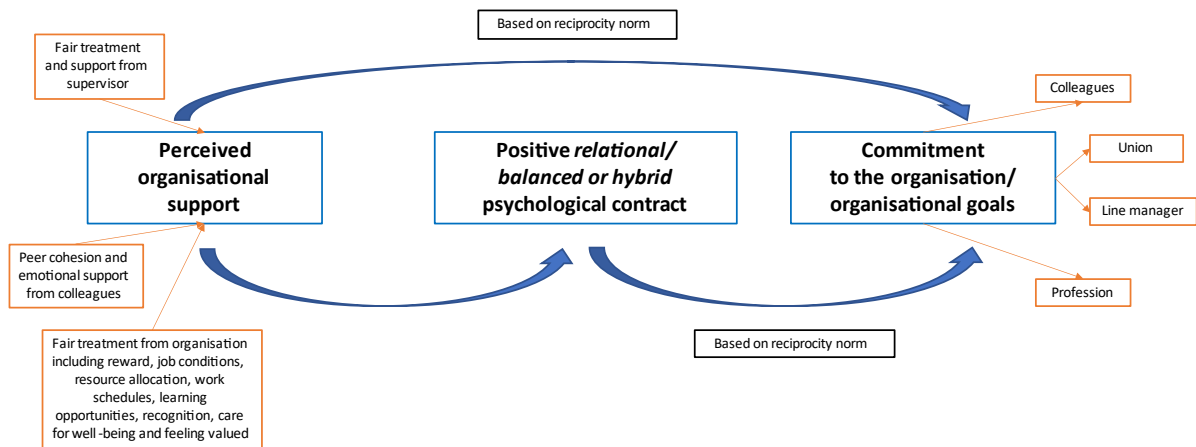
Figure 38: A summary of the relationship between perceived organisational support, the psychological contract and commitment to the organisation.

It is established that affective commitment to the organisation is influenced by organisational dependability, role autonomy, peer cohesion and social involvement, fair treatment, and recognition by the organisation (Allen and Meyer, 1990; Meyer *et al.*, 2002). Given the reciprocal nature of organisational support and commitment to the organisation as illustrated in Figure 38, it is unsuprising that many participants do not express an emotional attachment (affective commitment) to individual higher education institutions. It could be argued that this lack of emotional attachment to the organisation may be exacerbated by precarious employment contracts that create feelings of job insecurity, particularly for individuals for whom the need for financial stability is an influencing factor for multiple job holding.

An expectation that multiple job holding will offer greater control through financial stability, which is not met because the employing organisation will only offer a casual contract offering reduced employment benefits and which requires the individual to work more than the hours for which they are paid, will affect perception of organisational support. Calls to end these types of employment contract have been communicated by several recent reports published by the UCU as well as in the government's Good Work Plan which details the government's commitment to strengthening worker's rights and providing fair work for all. An awareness of calls to end the use of these types of employment contract could further exacerbate this perception.

The use of short-term, non-permanent contracts also creates a transitory relationship with colleagues and line managers which has further implications for affective commitment. Despite this, many participants invest time *and* effort, often unpaid, in their academic work and interactions with students because of their commitment to their role and their students, despite uncertainty as to whether their contract of employment will be renewed in future. For some participants this additional time and effort is invested because of a desire to make a good impression and increase the chances of securing another contract.

This study has not explored how aware line management and employing institutions are of the time and effort that their academic multiple job holders invest in their role, how feelings on job insecurity affect them and of their desire to belong and feel valued. Campion *et al*., (2020) question whether managers are aware that some of their employees work multiple jobs, which may explain the lack of full consideration for them and their circumstances in planning of work schedules, meetings, and training events. Therefore, further research which examines institutional line management, human resource and senior management awareness and perspectives of academic multiple job holder's experiences may provide a more in-depth understanding and identify areas where a lack of appreciation or misunderstanding and/or conscious exploitation of these academic staff exists.

Figure 39 provides an overview of positive (green box) and negative (red boxes) perceptions and feelings towards participant's employing higher education institutions. This is based on their work experiences, aligned to the three components of the organisational commitment model.

It is acknowledged that personal characteristics, including age and gender (antecedents for affective commitment) have not been explored within the present study. This is because there is insufficient data within the sample for this study to be able to make credible suggestions from the findings. It is therefore included as an area for further research in chapter seven.

Influences for commitment

Organisational/Professional Commitment

Participant feelings towards and perceptions of organisations

Some participants expressed frustration at **underutilisation of their knowledge/skills**, instead they are used to 'fill in gaps'

Level of affective commitment influenced by:
- Extent to which personal values align with those of the organisation
- Job challenge
- Role clarity
- Peer cohesion
- Organisational dependability
- Equitable treatment
- Perceived importance to the organisation

Antecedents of Affective Commitment (*want* to stay with organisation/profession/role):
Personal characteristics (including age and gender)
Job characteristics (autonomy, mobility and tenure)
Work experience
Structural characteristics (social involvement)

Academic role is rewarding with regards to being meaningful work, aligned to personal interests, interaction with students and, for some, **autonomy** and **peer cohesion**

Participants are dissatisfied with **unclear/lack of communication**

Participants feel disenfranchised by the **lack of line manager understanding and interest in them as individuals**, and, for some the lack of consideration of colleagues (not welcome/ignored in meetings)

Participants receive unfair and inequitable treatment, for example, some are frustrated and annoyed at not being paid to attend events or not paid for additional hours/time invested. Equally unfair are the expectations on individuals outside of contract/end of contract/between contracts. Furthermore, individuals on casual contracts receive reduced employment benefits/rights, and can be 'disappeared' at the end of a contract

Level of continuance commitment influenced by:
- Cost to individual in staying/leaving the organisation
- Personal investment in organisation
- Availability of alternative employment
- Whether need to relocate if leave organisation

Antecedents of Continuance Commitment (*need* to stay)
Investment made by the individual in the organisation
Perceived lack of alternatives (employment)

Participants expressed resentment at the **uncertainty** regarding availability or confirmation of future work

Flexibility perceived as one way by participants, **with individuals showing flexibility** (for example, additional teaching, adapting to last minute rescheduling, teaching outside of specialism) **which is not reflected by organisation** (for example, rigid scheduling, withdrawal of offer of work at late notice)

Level of normative commitment influenced by:
- Extent to which individual feels they *ought* to stay with the organisation

Antecedents of Normative Commitment (*ought to stay*)
Expectations prior to and post entry to the organisation in relation to organisational loyalty (expectations of loyalty to and from organisation)

Although one participant expressed their loyalty to their Higher Education Institution, others say institutions **'couldn't care less'** about them because of their lack of status (tenure) within the organisation, that the institutions priority is to **make money** and that this **lack of interest in the individual reduces their interest in the organisation and commitment to the organisation**
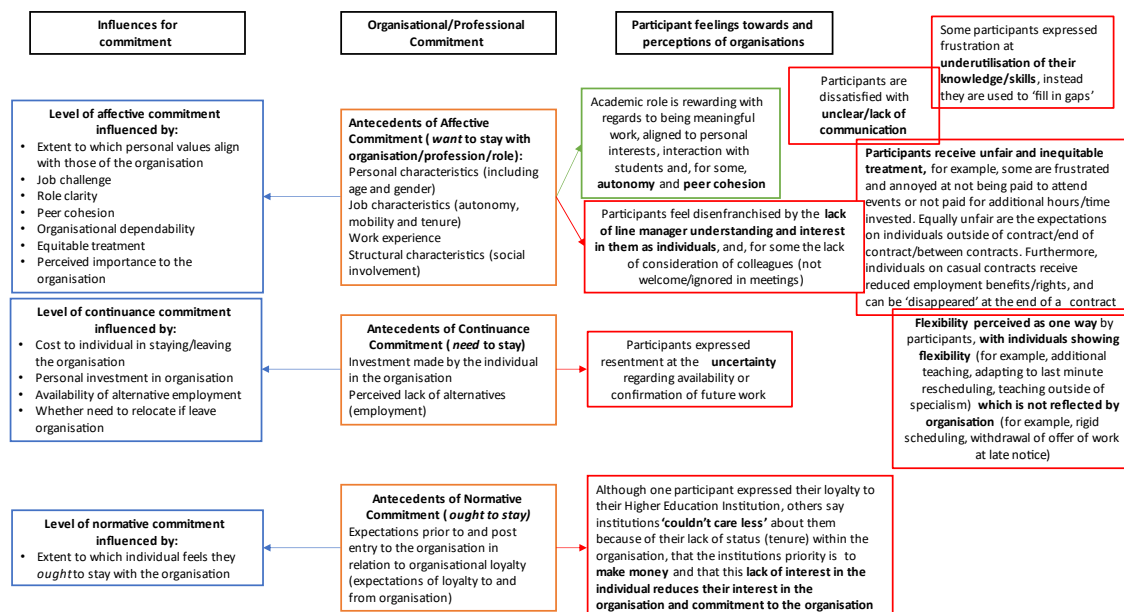
Figure 39: A summary of positive and negative feelings and perceptions of employing higher education institutions presented alongside antecedents to organisational commitment.

6.3.4 Section summary: job satisfaction and organisational commitment, wanting to belong and feel valued

The findings from the present study suggest that academic multiple job holders *are* satisfied with their academic role because it is meaningful and rewarding work, thereby complementing some aspects of the protean and boundaryless career orientation. However, they are less satisfied with the support they receive from their employing higher education institutions. Feelings of '*frustration*', *'resentment'*, and *'anxiety'* are highlighted in relation to precarious contracts of employment, work schedules, communication, resources, and opportunities for development.   The one-sided nature of flexibility, where they are expected and required to demonstrate flexibility in contrast to higher education institutions which are perceived to be inflexible also causes frustration. This inflexibility exists despite the UK government's commitment, through The Good Work Plan, to challenge 'one-sided flexibility' with organisations that have 'transferred too much business risk to the individual, sometimes at the detriment of their financial security and personal wellbeing' (Department for Business, Energy and Industrial Strategy, 2018:7).

Many participants in the study, whilst expressing a need for belonging and to feel valued, identify a lack of a sense of belonging either in terms of a group (colleagues or

department/faculty) or the wider university. Instead, they express feelings of '*isolation*', of being '*excluded*' and '*disadvantaged*'. The findings suggest this has adverse implications for job satisfaction *and* attachment to the institution.

This perceived lack of line management and organisational support is exemplified by exclusion from, for example, meetings and events, and a perception of unfair treatment (for example, types of employment contract that increase job insecurity, hours worked unpaid, and a lack of recognition of their contribution to the institution). This creates an imbalance in the exchange relationship which can lead to breach of the psychological contract and commitment to the institution.

Although greater organisational support and consideration could alleviate these challenges, participants rely on their adaptability, resilience, and self-awareness in developing different strategies for managing the frustrations and feelings of isolation they experience. It is suggested that further research which examines institutional line management, human resource and senior management awareness of academic multiple job holder's experiences is required.

The notion of multiple foci for commitment is acknowledged in this study and this is explored further in the next section.

6.4 A multi-dimensional view of commitment

Whilst Hall (2004) contends individuals with a protean and boundaryless career attitude are committed to their profession, Övgü Çakmak-Otluoğlu (2012) argues that commitment to the profession does not mean that individuals are less committed to their employing organisation(s). More recently, Sheikh and Aghaz (2018) suggest that professional commitment includes peers within the profession. The findings from the present study suggest that many participants are committed to their academic roles and the academic community. For some participants commitment is expressed in terms of their teaching role, from which they derive their self-esteem, or their discipline or subject area. Most of the participants express a commitment to colleagues and all participants talk of their commitment to their students. Some of the participants who are also employed in sectors outside of academia also identify commitment to these professions, and all business owners are committed to their own business(es).

Meyer *et al*. (2013) have revised their original three component model of organisational commitment to include simultaneous commitment to multiple foci, for example, profession, union, line management/supervisors, and colleagues. The findings from the

present study therefore support the notion of simultaneous commitment to multiple foci, albeit there was little commitment expressed towards the employing higher education institutions.

Indeed, Natalie sees herself as '*independent*' of organisations, aligning her commitment and her identity to that of being an academic. Whilst it is acknowledged that there is extensive research focusing on the academic identity, it has not been explored within this study. The rationale being that a focus for this study is commitment to the organisation rather than academic identity. In addition, not all participants have jobs that are solely within academia and therefore, although an important area for future research in relation to academic multiple job holders, particularly those employed on precarious teaching only contracts, it sits outside of the scope of the present study.

Only Daniel mentions *loyalty* to an organisation in his definition of his primary job. As discussed in section 6.3, commitment to the organisation may be influenced by a variety of factors. This includes influences for multiple job holding, perceptions of organisational support, and the imbalance in job holder's expectations and experiences of the reciprocal relationship with their employing higher education institution(s).

Despite this lack of commitment to the organisation, participants expressed a commitment to the higher education *process,* with Barbara describing herself as feeling like '*just a cog'* in the workplace. Although participants feel they do not '*belong*' and are often not recognised for their contribution and value to this process, they acknowledge the need to '*be part of the organisation'* to '*help students achieve their potential'*.

The participants are aware of the need to uphold the values and reputation of the institution to enable students to progress and succeed in the future. Therefore, whilst a strong emotional attachment to their students exists, this emotional attachment is not extended to the organisation. This is not surprising given the challenges the participants experience as presented in chapter five and discussed in this chapter.

The tensions between the control participants are seeking from multiple job holding and their experiences of multiple job holding when considered in the context of the psychological contract and exchange theory are evident. The control paradox exacerbated by, for example, job insecurity, one-sided flexibility only increases perception of a lack of organisational support. As Richard explains, '*organisations aren't loyal to you, so I won't be loyal to them*', adding '*organisations don't really care about people so I wouldn't go the other way and care about the organisation'.*

The findings from the present study therefore highlight a more complex layering of commitment than suggested by the protean and boundaryless career concepts. In this study, it is factors external to the individual that seem to have a significant influence on commitment. It is not the intention of this research to suggest that addressing these external factors will engender a deep emotional attachment to the institution. However, the findings suggest that addressing the imbalance in the employer- employee exchange relationship through greater organisational support may create a greater sense of belonging.

During the interviews for this study, participants identified areas in which they believe higher education institutions can better support academic multiple holders. As this study seeks to provide a voice for these marginalised and invisible academics, these suggestions are summarised and presented in Figure 40.
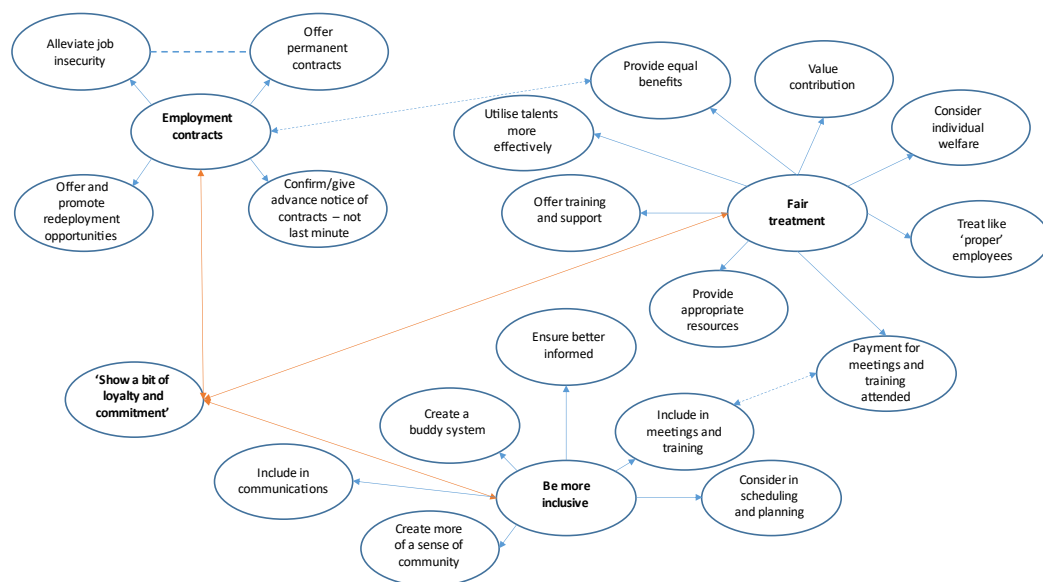
Figure 40: A summary of suggestions from participants of how higher education institutions can better support academic multiple job holders.

The participants suggestions highlight how they believe higher education institutions can better support their academic multiple job holders in reducing job insecurity by using less precarious contracts of employment, by treating them fairly and being more inclusive, creating a sense of belonging. Thereby showing the institution's commitment to them and their wellbeing.

6.5 Chapter summary

This chapter has synthesised and critically discussed the findings presented in chapters four and five, identifying similarities between, and departures from, existing literature and the findings from this study. A summary of this discussion is presented in this section.

6.5.1 Influences for multiple job holding and the protean and boundaryless career concepts

Multiple factors found within and/or across more than one of the six sub-themes created from the analysis of the interview data influence multiple job holding for most participants in this study. This finding adds *support* to the arguments proposed by, for example, Campion *et al*. (2020) and Campion and Csillag (2021) that multiple job holding is influenced by a combination of diverse factors. However, the present study findings suggest that the need to achieve financial stability remains of paramount importance.

The findings from the present study *depart* from existing research (for example, Bamberry and Campbell, 2012; Dickey *et al.,* 2015), in its' association on the theme of 'flexibility' as a 'need' (a must have) rather than as a voluntary factor influencing multiple job holding. In addition, the 'need' for 'establishing boundaries' *between work and life* is identified as being distinct from a *desire* for work/life balance as suggested by the protean and boundaryless career concepts. In categorising these as needs, the significant implications for individuals where control in terms of flexibility and boundaries between work and life cannot be achieved through multiple job holding are acknowledged.

Therefore, the study aligns with Baruch and Vardi's (2016) view that the protean and boundaryless career concepts do not take sufficient account of external factors. It is the external factors that appear to contribute considerably to the 'need' themes established in chapter four, and a desire for greater control over working lives. In addition, findings suggest it is these external factors, together with organisational strategy, policy, and processes that influence participant's perceptions and experiences of multiple job holding, and their feelings towards, and perceptions of, their employing organisation(s).

Although findings also suggest variety and the freedom to follow a personal agenda are influencing factors for multiple job holding, these 'aspirations' are not without their problems, particularly when combined with the need for financial stability. Therefore, the findings *contradict* claims by Direnzo *et al*., (2015) who suggest a protean career promotes a work life balance because of the focus on the whole life/self.

6.5.2 Perceptions and experiences of multiple job holding and the protean and boundaryless career concepts

Protean and boundaryless careers, often associated with academic and portfolio careers (multiple job holding), are characterised as being **flexible**, **values driven** and **self-directed**, where individuals are **free agents** (agents of their own career) and are **physically** and **psychologically mobile** (Hall, 2004, 2018; Arthur and Rousseau, 1996; Sullivan and Baruch, 2009; Bravo *et al.*, 2017).

Yet, the findings from this study suggest these career concepts do not fully explain the career approach for those academics for whom factors influencing multiple job holding include involuntary (compulsion) factors. This is exemplified by those on precarious contracts of employment for whom agency may be inhibited by job insecurity and financial uncertainty. Findings further suggest that, for those individuals for whom financial stability is an influence for multiple job holding, precarious employment contracts also have implications for engaging in work that is guided *by personal values*. In the same way, findings suggest a counter perspective to the protean career concept that individuals prefer continuous learning over job security. Thereby, findings both *refute* claims that protean and boundaryless career decisions are not necessarily driven by financial considerations (for example, Hall, 1996; Clarke, 2013; Hall *et al.*, 2018) and *challenge* Hall *et al.*'s (2018) emphasis on individual agency in an increasingly volatile and uncertain external environment.

For many academic multiple job holders, the findings suggest that flexibility is one-sided with the onus being on the individual to be flexible. The analysis of the interview data highlights inflexibility by the higher education institutions in terms of employment contracts and benefits, planning of work schedules and workload. This 'one-sided flexibility' exists despite the UK governments' commitment in The Good Work Plan (Department for Business, Energy and Industrial Strategy, 2018:7) to challenge this issue with organisations. It also presents barriers to the flexibility claimed to exist in a protean or boundaryless career.

Whilst, like Heaton (2004) and Briscoe *et al.*, (2006), the findings from the present study suggest some physical mobility may be limited to geographical area because of partner's work or other family commitments, a desire to 'belong' is also identified which appears to be *contrary* to claims of psychological mobility. Findings also suggest that a sense of *not* belonging is exacerbated by a lack of permanency, a result of casual employment contracts

which contributes to feelings of isolation, echoing the findings of a study of part-time employees conducted by McDermid *et al.*, (2015).

Bravo *et al.*, (2017) claim the competencies of adaptability, resilience, and self-awareness are associated with a protean and boundaryless career orientation. However, whilst the data from the interviews in the present study suggest the academic multiple job holders possess these competencies, questions are raised as to whether they have developed out of necessity, rather emanating from a career orientation.

6.5.3 Multiple job holding, job satisfaction and organisational commitment

Many participants express their job satisfaction with their academic role in terms of the opportunities to share knowledge and support students. Commitment to their professions, colleagues and students is also expressed, thereby supporting Meyer *et al.*'s (2013) notion of multiple foci for commitment.

Hall (2004) suggest individuals with a protean career orientation are committed to their profession rather than their employing organisation(s). However, when the findings are analysed in the context of the literature examined in chapter two, questions as to whether this lack of commitment to the organisation is influenced by a protean or boundaryless career orientation or a perceived lack of organisational support and a reciprocal imbalance in the employer-employee relationship are raised. This is because, for many particpants in the present study, job satisfaction *and* commitment to the organisation is influenced by feelings of being excluded and perceptions of unfair treatment by their employing organisations.

Some of this perceived lack of support stems from feelings of job insecurity associated with casual contracts giving rise to the need for financial stability for many participants. The use of these types of contracts leads to tensions between the control many of the participants are seeking to achieve through multiple job holding and the actual control achieved. This leads to feelings of resentment and frustration towards the organisation. The lack of perceived organisational support also extends to work schedules, flexibility, communication, resources, and opportunities for development.

Consequently, this study makes several contributions to the existing body of knowledge in relation multiple job holding, and academic multiple job holding within the higher education in particular. These contributions, together with areas for potential future research identified in this chapter, are discussed further in the next chapter.

7.0 Chapter seven - Conclusions

The aim of this study was to explore the perceptions and work experiences of multiple job holding academics working in UK higher education. The purpose of this chapter is to present the key conclusions and contributions from previous chapters. Firstly, an overview of the higher education context and the issues identified which led to this research is provided. The research aim and objectives are revisited. The ways in which insights into the experiences of academic multiple job holders contributes and extends existing literature and current debates are noted throughout this chapter and the contribution of the qualitative methodology in further developing understanding of the complexities of multiple job holding is also acknowledged. Strengths and limitations of this study are explored leading to the identification of future directions for research. A final reflection is provided which summarises how the higher education qualification (level eight) descriptors have been met in the completion of this research.

7.1 Study overview

In this section, an overview of the current higher education context is presented which provided the rationale for the academic multiple job holder as the focus for this study.

7.1.1 The higher education context and the academic multiple job holder

The drive for 'national economic prowess' (Bagley and Portnoi, 2014:5), brought about by the massification and marketisation of UK higher education and the adoption of private sector business practices (Shepard, 2018:1668) have led university management to apply measures of financial restraint as they seek to cut costs and achieve flexibility in staffing (Kimber, 2003). These measures have resulted in a significant and increasing number of academic staff employed on non-standard contracts (Junor, 2004; Cam, 2012; UCU, 2018; Megoran and Mason, 2020).

HESA data (2017/18) confirms one third of all academics (almost 30,000) are employed on fixed term contracts (many of which are hourly paid contracts), with an additional 68,845 academics employed on 'atypical' contracts (UCU, 2019; Megoran and Mason, 2020). Furthermore, data published by the UCU (2019), contends that 42% of academic staff are engaged on *hourly paid* contracts and 30% of higher education institutions still employ academic staff on *zero hours* contracts.   In higher education, as in many sectors, the use of fixed term and other precarious types of contracts has led to multiple job holding (Bryson,

2013; UCU, 2018), a form of non-standard working that is unsurprisingly predicted to increase (Carbery and Cross, 2018; Campion *et al*., 2020; McComb *et al.,* 2021).

Feldman and Turnley (2001) argue that some academics do not wish for full-time, permanent positions as non-standard contracts can offer a better work life balance and enable the concurrent pursuit of different careers. However, these non-standard contracts are generally of short duration with limited hours, have varying rates of pay, and have restricted employment rights compared to permanent contracts of employment (UCU, 2016:2; Megoran and Mason, 2020:25). In addition, these contracts are typically *teaching only,* meaning that for many there is little opportunity for academic advancement (Bryson, 2013; McComb *et al*., 2021).

Consequently, the use of these contracts has led to claims that a '*two-tiered'* workforce exists within higher education (Kimber, 2003:41; The Guardian, 2016). Academics employed on these types of employment contracts are described as *marginalised* and *invisible* (Coombe and Clancy, 2002; Anderson, 2007; Rhoades, 2017; McComb *et al*, 2021); the *'underclass'* (Anderson, 2007:112) and '*second class academics'* (Megoran and Mason, 2020:3).

Yet, as the data suggests, the use of these contracts continues to prevail in UK higher education despite increasing competition and importance of performance measures such as university rankings. Claims that it is 'imperative' for universities to have an academic workforce 'who are confident on their academic activities' (particularly research and teaching), satisfied in their work and committed to their higher education institution (Zhang *et al*., 2019:1432) are seemingly ignored.

Given the context as presented above, the inconsistent findings of studies examining multiple job holding making it a 'topic worthy of immediate attention' (Campion *et al*., 2020:166), and the limited research that has concentrated on multiple job holding in higher education (Sliter and Boyd, 2014), the focus for this research was multiple job holding in UK higher education.

Research examining the use of casual employment contracts for teaching staff have focused on the impact on quality of teaching and student learning outcomes (for example, Christensen, 2008), and more latterly whether working conditions experienced by these teaching staff are a determining factor in teaching quality and student outcomes (McComb *et al.,* 2021). Therefore, in consideration of the lack of focus on the implications of these

contracts *for* these teaching staff, the academic multiple job holder, their perceptions, and experiences of multiple job holding, were placed at the heart of the research for this study.

7.1.2 The study aim and research objectives

In response to the context outlined in 7.1.1, the research questions for this study were:

1. What do multiple job holding academics working in UK higher education institutions identify as the factors influencing multiple job holding?
   i. What are these academic multiple job holders seeking to achieve through multiple job holding?
2. What are their perceptions and work experiences of multiple job holding?
   i. How does multiple job holding provide what they are seeking to achieve?
3. How do they describe their job satisfaction and commitment to their organisations(s)?
   i. How might factors leading to, and the experiences of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

To achieve this, the objectives of this study were to:

a) Capture what multiple job holding academics, working in UK higher education institutions, say are the factors influencing their multiple job holding.
b) Explore their perceptions and work experiences of multiple job holding.
c) Examine how their work attitudes of job satisfaction and organisational commitment may be influenced by their experiences of multiple job holding.

The findings and conclusions drawn from this study are presented in the next section.

7.1.3 Study findings and conclusions

Academic careers are often associated with and have been described as 'prototypical' of the boundaryless and protean career concepts as they are assumed to be 'trans-organisational, self-initiated and shaped by individuals.' (Baruch and Hall, 2001; Baruch, 2013; Ortlieb and Weiss, 2018:572). Therefore, these concepts were initially considered useful as a lens through which to explore the influences for, and work experiences of, academic multiple job holding.

However, these career concepts, which assume careers to be values driven, flexible and self-directed, in which the individual is the agent of their career and is both physically and psychologically mobile (Arthur and Rousseau, 1996; Hall, 1996), are criticised for not taking sufficient account of external factors influencing career decisions (Guan *et al.,* 2019).

Questions regarding individual agency, in a context where *involuntary* part-time work, as in UK higher education, is on the increase have been raised (Cam, 2012; UCU, 2018; Megoran and Mason*,* 2020).

Researchers (for example, Sullivan and Baruch, 2009; Dany *et al.,* 2011; Inkson *et al.*, 2012; Baruch and Vardi, 2016) have therefore called for additional research of the potential negative aspects, the 'darker side', of the protean and boundaryless career concepts (Baruch and Vardi, 2016:355). This study, in applying the protean and boundaryless career concepts as the lens through which to explore academic multiple job holding, has responded to these calls by considering the potential positive and negative aspects of these concepts in relation to influences for, and experiences of, academic multiple job holding. In doing so, it contributes to current debates in relation to protean and boundaryless career theory, specifically in relation to academics *and* multiple job holders.

7.1.3.1 Factors influencing multiple job holding

Early research examining motives for multiple job holding has typically adopted a quantitative methodology identifying a binary division of financial and non-financial motives (for example, Alden 1977; Paxson and Sicherman, 1996; Bell *et al.*, 1997). More recently, quantitative research has found that a diversity of overlapping motives for multiple job holding exist (Campion and Csillag, 2021). These consist of a combination of push (involuntary) *and* pull (voluntary) factors that can occur simultaneously, albeit findings show either push *or* pull factors pre-dominate (Campion *et al.,* 2020).

The factors influencing multiple job holding for participants in the present study were captured, analysis of which was presented in chapter four.   An overarching theme of 'seeking control' was developed from the creation of six sub-themes of: a need for 'financial stability', 'flexibility' and to 'establish boundaries' between work and life; and an aspiration for 'variety' and 'interesting' work, for 'freedom' to follow 'own agenda' and to 'make a difference'.

For most participants, factors are complex and multi-layered. These findings resonate with those of Campion and Csillag (2021) in identifying a diversity of overlapping influences for multiple job holding, which in the present study are a combination of 'needs' and 'aspirations'.

In line with findings from research by Campion *et al.,* (2020), which suggest either push *or* pull factors pre-dominate, findings from this study suggest the need to achieve financial stability as a predominant theme. The need for flexibility is also significant for many

participants to accommodate other commitments such as family or carer responsibilities, and business needs. Indeed, all but one participant cited factors included in one or more of the three 'need' themes based on their previous experiences and/or previous or current circumstances.

The literature on motivations for multiple job holding suggests that flexibility and work life balance are *voluntary* (choice) factors (for example, Dickey *et al.*, 2011). However, findings from the present study suggest that a *need* (must have) for 'flexibility' and to 'establish boundaries' exists without which there are significant implications for the academic multiple job holders in this study.

These findings responded to the following research questions:

1. What do multiple job holding academics working in UK Higher education institutions identify as the factors influencing multiple job holding?
    i. What are these academic multiple job holders seeking to achieve through multiple job holding?

In doing so, the findings addressed the objective:

a. Capture what multiple job holding academics, working in UK Higher education institutions, say are the factors influencing their multiple job holding.

These findings challenge the assumption of agency as characterised in the protean and boundaryless career concepts proposed by Hall (1996) and Arthur and Rousseau (1996), and re-emphasised by Hall *et al.*, (2018), arguing that these concepts do not take sufficient account of external factors influencing career decisions. Furthermore, the present study argues that external factors, such as the use of casual contracts, *constrain* career decisions that might otherwise have been based on personal values and a desire for continuous learning.

Therefore, this study contributes to the debate as to whether these concepts can be applied to academic multiple job holders, where involuntary part-time work is on the increase (Cam, 2012; UCU, 2018; Megoran and Mason*,* 2020). As there is limited research which explores factors influencing multiple job holding within higher education, the study also extends the existing body of literature and research in this area.

It is recognised that the sample size for this study does not facilitate a broader exploration of voluntary factors for multiple job holding given that all but two participants have casual academic contracts as part of their portfolio of work. This is addressed in section 7.3.1 (Strengths and limitations of the study) and 7.4.1 and 7.4.3 (Future directions for research).

7.1.3.2 Perceptions and experiences of academic multiple job holders

Chapter five presented participant perceptions and experiences of multiple job holding. Three themes were developed which identify a 'control paradox', a desire to 'belong' and 'feel valued', and a 'multi-dimensional view of commitment' (these latter two themes are discussed in section 7.1.3.3).

The control paradox highlights the conflicts between the control the participants are seeking to achieve through multiple job holding and their experiences of multiple job holding. The use of casual contracts by higher education institutions increases feelings of job insecurity and financial uncertainty and creates a need to continually develop and maintain networks in the search for future work. The findings from the study challenge the view that feelings of job insecurity are moderated for contingent workers by knowing their contract will end (Greenhalgh and Rosenblatt, 2010) or reduced by having a boundaryless career orientation (Arthur and Rousseau, 1996; Colakoglu, 2012). Indeed, the findings suggest that casual contracts *contribute* to feelings of job insecurity, supporting research by Baruch and Vardi (2016), DeCuyper *et al.*, (2018) and UCU (2019).

As participants commented that this insecurity, and transitioning from one job to another, causes physical and mental stress, and work life conflict, these findings also provide support for research by Guan *et al.,* (2019). This stress is further exacerbated by an intensity of workload resulting in many participants working more than their contractual hours. For some, this means a blurring of work and home life boundaries to complete the allocated workload. Findings which align with those of Fenwick (2006).

In addition, whilst the use of casual contracts within higher education continues to exist, many academic multiple job holders will continue to struggle to achieve a work life balance. Therefore, the present study refutes claims by Direnzo *et al.*, (2015) that a protean career promotes a work life balance because of the focus on the whole life/self.

The present study highlights the adaptability, resilience, and self-awareness, competencies associated with protean and boundaryless career orientation (Briscoe *et al.*, 2012; Bravo *et al.*, 2017) but questions whether, these have developed out of necessity, a consequence of their circumstances and experiences.

Chapter five answered the following research questions:

2. What are academic multiple job holders, working in UK Higher Education, perceptions and work experiences of multiple job holding?

> i. How does multiple job holding provide what they are seeking to achieve?

Chapter five therefore achieved the second research objective:

b) Explore their perceptions and work experiences of multiple job holding.

The findings from the present study, as outlined above, challenge and extend existing research in relation to experiences of multiple job holding, the use of casual contracts and the protean and boundaryless career concepts.

However, it is acknowledged that the sample size for this study does not facilitate a broader exploration of personal characteristics and the protean and boundaryless career concepts. This is addressed in section 7.4.5 (Future directions for research).

7.1.3.3 Influences for, and experiences of multiple job holding, and job satisfaction and organisational commitment

Individuals with a protean or boundaryless career orientation are assumed to be more committed to their profession than to their employing organisation (Brauch *et al*., 2016). However, ambiguity remains (Övgü Çakmak-Otluoğlu, 2012), and findings from research are inconclusive (Redondo *et al*., 2019). In addition, there is limited research which explores multiple job holding specifically, and work attitudes of job satisfaction and organisational commitment (Cam, 2012; Campion and Csillag, 2021), or commitment in relation to academics in higher education (Sheikh and Aghaz, 2018).

Therefore, the final research questions for the present study were:

3. How do they describe their job satisfaction and commitment to their organisations(s)?
> i. How might factors leading to, and the experiences of, multiple job holding be influencing job satisfaction and commitment to organisation(s)?

Chapters five and chapter six (in synthesising findings with literature reviewed in chapter two) respond to the final research questions and address the research objective:

c) Examine how their work attitudes of job satisfaction and organisational commitment may be influenced by their experience of multiple job holding.

As highlighted in section 7.1.3.2 the themes of wanting to belong and feel valued, and a multi-dimensional view of commitment were developed from the analysis of the interview data.

Despite research (for example, Briscoe, 2013; Megoran and Mason, 2020) and national reviews (for example, UCU, 2016; UCU, 2018) highlighting issues associated with the

increasing casualisation of the academic workforce the use of these contracts continues. These issues include reduced employment benefits (compared to permanent staff contracts), a lack of organisational/line manager support and limited access to organisational resources and facilities. The present study therefore provides further support to the findings of these national reviews.

The study also highlights the one-sided nature of flexibility. This, and the perceived lack of organisational and line management support, is noted as leading to feelings of frustration and resentment towards the higher education institution. Indeed, findings suggest that commitment is to the academic profession, colleagues, and students. Although it is questionable as to whether this is influenced by a protean or boundaryless career orientation or the perceived lack of support. It is acknowledged that some participants talk of their commitment to the higher education *process*, as described in chapter five.

The findings from this study therefore contribute to the literature which focuses on work attitudes amongst academic multiple job holders in higher education who work across multiple organisations. However, it is recognised that the focus for this study has centred specifically on commitment to the higher education institution. In addition, in focusing on the academic multiple job holder, this study has not sought the views of university and line management or explored their awareness of the issues raised by participants in this study. As such, these are areas included in sections 7.4.2 and 7.4.4 in relation to future directions for research.

This chapter has so far identified how this research supports, and challenges, existing assumptions, and research. The next section acknowledges the contribution of the methodology applied in this study.

7.2 Contribution of this study

A contribution 'adds, embellishes or creates something beyond what is already known' (Ladik and Stewart, (2008:157) or extends theory (Hazen, 2016). As discussed in the previous section, in providing insights into the experiences of academic multiple job holders, this study challenges and contributes to existing literature and research by further developing understanding, extending knowledge, and adding to current debates relating to multiple job holding.

In addition, there appears to be no existing research which specifically explores influences for the multiple job holders, their perceptions and work experiences, and how this may

influence their job satisfaction and organisational commitment. This research offers a unique insight into this approach to working.

As such, the study findings and conclusions will be of interest and useful to a variety of stakeholders including multiple job holders (in academia and other industries); students; higher education staff and management; human resource professionals; trade unions; and academics with a research focus on multiple job holding, or in the areas of organisational and professional commitment and contemporary career theory. By raising awareness of the issues and challenges experienced by participants in this study, the practical relevance and importance of this study is noted as outlined in chapter one (section 1.5).   The findings from this study provide insight which could be used to inform changes to university policy and processes leading to a more ethical approach to human resource management and greater support offered to academic multiple job holders. In having utility, research is deemed to advance knowledge (Corley and Gioia, 2011).

The purpose of the next section is to highlight the contribution of the methodology applied in this study in creating new knowledge.

7.2.1 The qualitative methodology

As previously acknowledged, the decision to apply a qualitative methodology in this study was based on the marginalisation of academic voice; reflections on the questions raised in the review of literature for chapter two; the extensive use of quantitative methodologies for examining multiple job holding in existing research; and the initial analysis of the interview data for this research.

The concepts of the protean and boundaryless career and organisational commitment were developed prior to the current higher education neo-liberalist agenda, at a time when academic contracts of employment were permanent, and individuals were typically employed by one organisation. In challenging or 'problematising' (Alvesson and Sandberg, 2011:247) the underlying assumptions of these concepts, the study adds 'rhetorical interestingness' (Johnson, 2003:478).   As this research argues that these theories 'lack the explanatory power to understand [the] complex phenomenon' of multiple job holding (Campion *et al*., 2020:166), a quantitative methodology using the measures associated with these theories to explore multiple job holding was deemed inappropriate.

The qualitative approach adopted for this study also recognises that no theory can entirely explain the experiences of multiple job holders as the circumstances, perceptions and expectations of each participant are different. It also acknowledges that control is limited

by circumstances and other external factors and experiences are dependent on organisational, line management and colleague support and the value placed on this support by the individual and the organisation.

In adopting a qualitative approach, an in-depth exploration of the complexities of the influences for multiple job holding was facilitated, providing rich data for analysis and interpretation. The interpretation of the interview data, rather than quantitative measurement, reveals the complexity of academic multiple job holding, enables connections to be made between the influences for, and experiences of, multiple job holding, and perceptions of the organisation, thereby adding to the originality and value of the study. For example, interpretation of the interview data led to the development of the theme of 'seeking control through multiple job holding'. Analysis of participant experiences of multiple job holding led to the development of the theme, the 'control paradox'. The suggestion of a connection that has not previously been assumed is therefore considered a contribution (Locke and Golden-Biddle, 1997).

This approach has also added value by raising awareness of the impact that casual contracts and the work experiences academic multiple job holders have on individual well-being. In doing so, not only has academic multiple job holding been made more visible, but the implications for organisations using precarious contracts, and/or perpetuating one-sided flexibility and a managerial perspective rather than adopting a supportive partnership approach are highlighted.   Therefore, this study provides valuable insight that could facilitate change at organisational, management and/or local level.

Further strengths of applying an inductive approach to this study are highlighted in 7.3.3. The potential lack of awareness and insight into the experiences of academic multiple job holders is highlighted in section 7.4.2.

7.3 Strengths and limitations of this study

As previously highlighted in this chapter, strengths of this study include: the focus on the experiences of the academic multiple job holder (section 7.1.1); the depth of exploration of influences for multiple job holding; experiences of multiple job holding and how these influence job satisfaction and organisational commitment; and the qualitative research design (section 7.2).

7.3.1 The participants

A further strength of this study is the distinctness of the participants, in that all but two have casual academic contracts of employment as part of their portfolio of work. Thereby addressing a call by Wilkin (2013:60) for further research that differentiates between this 'heterogeneous group' of multiple job holders (in terms of types of non-standard employment contracts) in exploring work attitudes, to include commitment, and perceived organisational support.

In addition, all participants are employed on teaching only contracts which has enabled a specific focus for this study. Although this is highlighted as a strength, it is also suggested that further research is conducted that is inclusive of those academic multiple job holders employed on teaching and research, and research only contracts. This will raise awareness and make visible their experiences, enable comparison of experiences and provide a more holistic view of academic multiple job holding (see section 7.4).

7.3.2 The participant recruitment strategy

In terms of the participant recruitment strategy, a purposive sampling offers the advantage of selecting 'typical' individuals, giving greater confidence that conclusions are more representative of the 'average' members of the population. A possible disadvantage is that the views of the selected participants are not typical of the population (Maxwell, 2013:98). However, as a qualitative methodology was applied in this study, representativeness and generalisability were not considered important. Therefore, particularly noting the difficulty of data gathering on multiple job holders (Campion *et al.*, 2020), the purposive snowball sampling applied in this study was considered a strength as it enabled recruitment through identification of a specific population who met the eligibility criteria of this study (Gray, 2014; Easterby-Smith *et al.*, 2018).

There is some debate in qualitative research around sample size. Given that arguments in relation to sample size originate from a positivist perspective, the relevance of sample size in qualitative research is disputed (Braun and Clark, 2016). The sample size for this research has provided 'rich and thick' data (Anderson *et al.*, 2020:256) that demonstrates what the themes developed from the data represent and 'how and why' they are important (Braun and Clark, 2016;741). However, it is acknowledged that a larger sample size could have enabled further exploration of areas identified in section 7.4 (Future directions for research).

7.3.3 The approach to data analysis

Braun and Clarke (2006) note that engaging in the literature too early when adopting an inductive approach to data analysis, can encourage a focus on areas or ideas appearing in the literature. However, Braun and Clarke (2006:86) argue that engaging with the literature enhances analysis of the data as knowledge of the literature enables the researcher to be more aware and considerate to the 'subtle features' within the data (Braun and Clarke, 2006:86). The critical examination of the literature prior to undertaking data collection and analysis for this study is considered a strength as without this in-depth understanding some of the richness and subtleties within the data could have been missed. Equally, however, this knowledge did initially lend itself to a semantic interpretation of the data (Braun and Clarke, 2006:84), and the development of codes that appeared to align with findings from the literature review. Reflective memos were useful in raising awareness of this issue and preventing further occurrence of this approach.

Another potential issue associated with thematic analysis is the potential for surface level analysis with themes developed that are not unified around a central concept (Braun and Clarke, 2006; Gray, 2014). A strength of this study is that themes are unified around a central concept. For example, the overarching theme of 'seeking control' developed from analysis of the influences for multiple job holding, is extended in the analysis of participants experiences of multiple job holding in the 'control paradox' theme.

7.3.4 Other theoretical perspectives

This study has used the protean and boundaryless career concepts to explore the work experiences of academic multiple job holders. The study has applied the concepts of perceived organisational support and the psychological contract in seeking to understand these experiences *from* the perspective of the participants in this study. However, it is acknowledged that the data from this study offers an opportunity to explore organisational control and power and systems and implications of these *for* academic multiple job holders. It is recognised that these, and other theoretical perspectives, could have been applied in the analysis of the data in this study. However, given the focus of this study on the perspective of the academic multiple job holder, organisational control and power sit outside of the scope of this thesis.

7.4 Future directions for research

The data and findings from this study identify or suggest several areas for future research, some of which are highlighted in this section.   Further research as outlined in this section

will extend the literature and understanding of multiple job holding, protean and boundaryless career concepts and organisational commitment. Some of these areas, if combined with findings from this study, could provide line management and human resource professionals in particular, greater insight and understanding of multiple job holding, and could potentially offer practical guidance in supporting academic multiple job holders.

7.4.1 Influences for multiple job holding

This study highlights diverse and multi-layered factors influencing multiple job holding. All but two of the participants were employed on *hourly paid* contracts, with all but one participant identifying influences for their multiple job holding as being related to factors associated with one or more of the 'need' themes established in this research. Consequently, further research with a larger sample of academics employed on these contracts, together with academic multiple job holders employed on multiple, more permanent employment contracts, may identify these and other influencing factors. Thereby providing further insight and understanding, and a more holistic view of the influences for academic multiple job holding.

Indeed, it is acknowledged that other factors in addition to those identified by participants in this study may exist. Other voluntary factors already established in existing research not identified in the present study, may also be influences for multiple job holding amongst academics. Therefore, future research should consider a qualitative approach with a larger sample of academics to explore this further. This will help to address Campion and Csillag's (2021:3) claim that understanding of the motivations for multiple job holding is 'incomplete'.

The findings from the present study suggest that the way in which some participants define their primary jobs, influences their job satisfaction and perceptions of their employing organisations. Whilst for many participants, definitions, and descriptions of their primary job, loosely align with the current definition in terms of number of hours and income, this study also highlights different perspectives, notably the role that enables making a difference to others. This may be more specific to certain roles such as that of an academic, and therefore further exploration of how primary jobs are defined by multiple job holders in academia and other sectors, together with how this may influence work attitudes may be useful.

7.4.2 Line management awareness of academic multiple job holder experiences

This study has highlighted some of the challenges experienced by academic multiple job holders relating to the lack of organisational support in relation to types of employment contract, and university policies and processes (planning, scheduling and communications). Campion *et al*., (2020) have questioned whether managers are aware that some of their employees work multiple jobs, which may explain their lack of consideration for them and their circumstances in their planning of work schedules and communications. As the focus for this study has centred on the academic multiple job holder, how aware line management and employing institutions are of the time and effort academic multiple job holders invest in their role(s), how feelings of job insecurity affect them and of their desire to belong and feel valued have not been explored. Therefore, to provide a more in-depth understanding of these issues and identify areas where a lack of appreciation or misunderstanding and/or conscious exploitation of these academic staff may exist, it is suggested that further research which examines institutional line management, human resource and senior management awareness and perspectives of academic multiple job holder's experiences is conducted.

7.4.3 Teaching only contracts, casual contracts and multiple job holding

The participants in this study are a distinct group in that they are all employed on teaching only contracts in their academic roles. However, it is acknowledged that some academic multiple job holders are employed on research contracts. Therefore, it is suggested, for comparison and to build a more holistic view of academic multiple job holding, future research conducts a similar study with academic multiple job holders employed on teaching and research, and research only contracts.

7.4.4 Multiple job holding and commitment in cross-boundary work settings

The focus for this study has been the experiences of academic multiple job holders and their commitment to their higher education institutions. Some participants also own a business or work in other non-academic jobs. Therefore, further research which compares experiences of multiple job holding and commitment to organisations within the different types of sectors/jobs in which they are employed could create a more inclusive view of multiple job holding than this study has explored. This would also address the call from van Rosenberg *et al.,* (2018) for research in a cross-boundary work setting which explores multiple targets or foci for commitment to enhance understanding of how these potential multiple commitments work together.

7.4.5 Age, gender and protean and boundaryless career orientations and work attitudes

Finally, two areas for further research emerging from this study in relation to protean and boundaryless career orientation and work attitudes relate to the personal characteristics of age and gender.

Hall (2004) notes that a protean career orientation appears higher for young workers, whilst Segers *et al.,* (2008) suggest that individuals become less self-directed with age, are less physically mobile but more psychologically mobile and values driven. Most studies of protean career orientation have focused on mid-career adults, with limited research on how this orientation varies at different career stages (Supeli and Creed, 2016).

The findings from the present study identify that for the youngest participants engaging in multiple job holding is primarily influenced by factors associated with the 'need' themes. For these participants, multiple job holding is also a way of continuing their professional development, giving them additional credibility in their academic roles enabling them to engage with complementary job roles. Conversely, for some of the mid-career participants engaging in multiple job holding influenced primarily by factors associated with the 'need' themes, the aspiration to share their knowledge and experience is also identified.

Research is inconsistent in terms of psychological and physical mobility and gender. In seeking to balance work and family life it is suggested that women have greater psychological mobility than men (Segers *et al*., 2008) and have adopted a protean career orientation (Clarke, 2013). Although Hall (2004) suggests gender does not appear to be related to protean career orientation, Sullivan and Arthur (2006) suggest that women may experience less opportunities for physical mobility than men, due to having carer or dependent responsibilities or, where a partner is unwilling to relocate.

In addition, Walters (2005:212), suggests that women consider the structural constraints placed them in balancing work and family responsibilities when assessing their job satisfaction, suggesting that they are 'satisficing', rather than having genuine job satisfaction. Such that Ngo *et al*., (2014) suggest that women are more likely to have higher job satisfaction in situations where men and women experience the same work conditions. In contrast, the findings from this study identify a lack of physical mobility for male *and* female participants who have a partner who is working and/or children, and there is no suggestion in the data from the present study that women have greater psychological mobility than men.

In acknowledging that age and gender were not a focus of this study it is suggested that further research involving interviews with a larger sample of the academic population may enable further exploration of the role of age and gender specifically in relation to academic multiple job holding, protean and boundaryless career orientation and job satisfaction and organisational commitment, providing further insight.

The chapter concludes with my final reflections on, and learning from, this research.

7.5 Final reflections

Although extremely challenging, I have enjoyed all aspects of the research process for this thesis, from the review of the literature and designing the research through to the analysis and interpretation of the data. During this research, I have gained a more in-depth knowledge of the literature examined in this thesis, as well as learning more about myself as a researcher and how my background and experience shapes my views of the world and my interactions with others. My passion for, and commitment to, the values of fairness and the fair treatment of others have been heightened through this process. I am delighted to have been able to contribute to the existing body of knowledge in relation to the experiences of multiple job holders, and hope that in raising awareness of these experiences, changes will ensue that will facilitate improved working conditions for multiple job holders on non-standard contracts of employment. I look forward to continuing to develop my research in this area.

In chapter one (see section 1.4) I referred to my transition from full-time employment to that of multiple job holding. Whilst this was not my intention at the start of my PhD, the external environment, namely the COVID pandemic prompting a desire to relocate to be nearer family, was a factor influencing my decision to leave full-time employment. I have therefore benefited significantly from my research in developing an understanding of the context, the literature, and learning from the experiences of the participants in this study. From this, I have been able to reflect on, and identify, my aspirations for multiple job holding which are variety and interesting work and the freedom to follow my own agenda. I am also more equipped to manage my expectations of organisations and their expectations of me, whilst raising awareness of, and challenging, a lack of support where this exists.

In concluding this chapter, I explore my reflections on how I meet the higher education qualification (Level 8) descriptors.

7.5.1 Reflecting on how I meet the higher education qualification (level 8) descriptors

The first descriptor requires doctoral students to create and interpret new knowledge, thereby extending the discipline, through original research.   According to Campion and Csillag (2021:3), understanding of the motivations for multiple job holding is 'incomplete' as much of the literature is principally quantitative and deductive in approach and has been developed in a 'piecemeal fashion' (Campion *et al.*, 2020:182). Therefore, in using a qualitative methodology for my research that explores factors influencing, and experiences of multiple job holding, and how these may influence job satisfaction and organisational commitment, my research contributes to the creation of new knowledge.

The second descriptor requires doctoral students to demonstrate knowledge and understanding of their academic discipline. This I believe I have demonstrated in chapters one, two and six. In chapter two I have challenged some aspects of current thinking and questioned the applicability of existing concepts in the context of academic multiple job holding, and the wider external environment. In chapter six I have synthesised my findings and with the current body of knowledge, identifying similarities and departures from existing research.

The third descriptor requires an ability to conceptualise, design and implement a research project which advances understanding or generates new knowledge for the discipline. This I have achieved as discussed earlier in this chapter from developing research questions, applying a qualitative research methodology and a reflexive thematic approach to the analysis of the study data. In addition, I have demonstrated, with rationale, my flexibility and awareness of the emergent nature of research (as suggested by Easterby-Smith *et al.*, 2018), in the adjustment of my research design in response to the questions my review of literature and initial analysis of interview data raised. In doing so, through reflexive practice and reflecting on the research process, I believe I have also demonstrated an in-depth understanding of techniques for research and advanced academic enquiry, thereby addressing the fourth descriptor.

The fifth descriptor requires that students demonstrate the ability to make informed judgements on complex issues. In adopting an inductive approach to qualitative data analysis, I believe I have demonstrated this through a critical discussion of the complex issues associated with multiple job holding (including terminology), critical evaluation of the existing literature presented in chapters one and two, interpretation of the data and

development of themes (chapters four and five), selection of relevant extracts from the rich and thick data, and synthesis of my analysis with the literature (chapter six).

The fifth descriptor also requires an ability to communicate ideas clearly and effectively to specialist and non-specialist audiences. This is an area about which I am passionate. I want my work to be interesting and accessible to all audiences, to be easy to read and assimilate, as I believe this approach is inclusive and offers the potential to have greater impact with a non-specialist audience. I believe I have achieved this in my thesis.

The sixth descriptor asks for continuation of research and development at an advanced level. I have identified several areas for future research (see section 7.4) some of which I am particularly keen to explore following successful completion of my PhD.

The final descriptor asks that students have the qualities and transferable skills necessary for employment in complex and unpredictable situations. As I have worked in industry for over twenty years and academia for over twelve years, in a variety of roles, including management and leadership, I am confident I meet this requirement.

Glossary of Terms

Term:	Definition/description used in this study:
Adjunct staff	Academic staff working on a part-time or temporary basis.
Affective commitment	An individuals' psychological attachment to the organisation.
Atypical employment contract	Contract which is non-permanent and has a complex employment relationship.
Boundaryless career concept	A career concept which emphasises individual physical and psychological mobility.
Contingent academic staff	Staff on flexible and non-permanent employment contracts.
Continuance commitment	The cost to the individual in staying with or leaving their employing organisation.
Job satisfaction	An evaluative judgement made by an employee based on their attitude and feelings about their job.
Knowledge worker	Specialist who creates, shares, and applies knowledge to solve, often complex, problems.
Multiple job holder	Individual who holds two or more jobs at the same time.
Non-standard employment contracts	Contracts that are not full-time and permanent.
Normative commitment	An individual's feeling of responsibility to the organisation.
Organisational commitment	An individual's loyalty to their employing organisation.
Perceived organisational support	Refers to the perception of fair treatment, favourable reward and employment conditions offered by the employing organisation.
Precarious employment contracts	Contracts that are of short duration, have limited hours and varying rates of pay, and do not provide the same rights offered to permanent employees.
Professional commitment	Psychological connection between an individual and their profession.

Protean career concept	A career concept that asserts a career is driven by the individual and not by the organisation, guided by personal values.
Psychological contract	Refers to individual beliefs as to the mutual obligations expected between employer and employee.
Sessional staff	Staff without a tenured or permanent position.
Social exchange theory	Theory which argues that when interactions with the employing organisation are perceived as positive, a trust-based relationship develops leading to an exchange of resources such as knowledge, skills, and support.

Reference List

Alden, J.D. (1977) The extent and nature of double jobholding in Great Britain. *Industrial Relations Journal,* Vol. 8, 14-30.

Alise, M.A. and Teddlie, C. (2010) A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioural sciences. *Journal of Mixed Method Research,* 4, (2), 103-126. DOI:10.1177/1558689809360805.

Allen, N.J. and Meyer, J.P. (1990) The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.

Allen, N.J. and Meyer, J.P. (1996) Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, (3), 252-276.

Alvesson, M. and Sandberg, J. (2011) Generating research questions through problematization. *Academy of Management Review*, 36, (2), 247-271.

Anderson, V. (2007) Contingent and marginalised? Academic development and part-time teachers. *International Journal for Academic Development,* 12, (2), 111-121.

Anderson, V., Fontinha, R. and Robson, F. (2020) *Research Methods in Human Resource Management. Investigating a business issue.* 4th edn. London: CIPD Kogan Page Ltd.

Ang, S.H. (2014) *Research Design for Business and Management.* London: SAGE Publications Ltd.

Arthur, M.B. and Rousseau, D.M. (1996) A Career lexicon for the 21st century. *Academy of Management Executive,* Vol. 10, No 4, 28-39.

Averett, S. L. (2001) Moonlighting: multiple motives and gender differences. *Applied Economics,* 33, 1391-1410.

Avis, M. (1995) Valid arguments? A consideration of the concept of validity in establishing the credibility of research findings. *Journal of Advanced Nursing,* 22, 1203-1209.

Bagley, S.S. and Portnoi, L.M. (2014) Setting the stage: Global competition in Higher Education. *New Directions for Higher Education,* No. 168, 1-11.

Bamberry, L. and Campbell, I. (2012) Multiple job holders in Australia: Motives and personal impact. *ABL,* Vol. 38, No. 4, 293-314.

Banfield, P. and Kay, R. (2018) *Introduction to Human Resource Management.* 3rd edn. Oxford: Oxford University Press.

Bannister, P., Burman, E., Parker, I., Taylor, M. and Tindall, C. (1994) *Qualitative Methods in Psychology. A research guide.* Maidenhead: Open University Press.

Bansal, P., Smith, W. and Vaara, E. (2018) New ways of seeing through qualitative research. *Academy of Management Journal.* Vol. 61, No. 4, 1189-1195.

Baruch, Y. (2004) Transforming careers: From linear to multidirectional paths. *Career Development International,* 9, 58-73.

Baruch, Y. (2006) Career development in organisations and beyond: Balancing traditional and contemporary viewpoints, *Human Resource Management Review,* Vol. 16, 125-38.

Baruch, Y. (2013) Careers in academia: The academic labour market as an eco-system. *Career Development International*, 18, (2), 196–210.

Baruch, Y. (2014) The development and validation of a measure for protean career orientation. *The International Journal of Human Resource Management,* 25, 19, 2702-2723.

Baruch, Y. and Hall, D.T. (2001) The academic career: A model for future careers in other sectors? J*ournal of Vocational Behavior,* 64, 241-262.

Baruch, Y. and Vardi, Y. (2016) A Fresh look at the dark side of contemporary careers: Towards a realistic discourse. *British Journal of Management,* Vo. 27, 355-372.

Baruch, Y., Wordsworth, R., Mills, C. and Wright, S. (2016) Career and work attitudes of blue-collar workers, and the impact of a natural disaster chance event on the relationships between intention to quit and actual quit behaviour. *European Journal of Work and Organizational Psychology,* 25, (3), 459-473.

Bazeley, P. (2009) Analysing qualitative data: More than identifying themes. *Malaysian Journal of Qualitative Research,* 2, (2), 6-22.

Bazeley, P. (2018) *Integrating Analyses in Mixed Methods Research.* London: SAGE Publications Ltd.

BBC (2018) *The challenges facing universities in 2018*. Available from https://www.bbc.co.uk/news/election-2017-39966615http://www.bbc.co.uk/news/education-4243636. [Accessed on 01.10.18]

Bell, D.N.F., Hart, R.A. and Wright R.E. (1997) Multiple job holding as a 'hedge' against unemployment. *Centre for Economic Policy Research*, Discussion Paper No.1626, 1-21.

Bexley, E., Arkoudis, S. and James, R. (2013) The motivations, values and future plans of Australian academics. *Higher Education,* 65, 385-400*.*

Boheim, R. and Taylor, M.P. (2004) And in the evening she's a singer with the band – second jobs, plight or pleasure? *Institute for the Study of Labor,* Discussion Paper No. 1081, 1-17.

Boyatzis, R. (1998) *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks, CA: Sage.

Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology,* 3, 77-101.

Braun, V. and Clarke, V. (2013), *Successful, Qualitative Research: A practical guide for beginners.* London: Sage.

Braun, V. and Clarke, V. (2014). What can 'thematic analysis' offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Wellbeing,* Volume 9, 26152.

Braun, V. and Clarke, V. (2016). (Mis)conceptualising themes, thematic analysis, and other problems with Fugard and Potts' (2015) sample-size tool for thematic analysis. *International Journal of Social Research Methodology,* Vol. 19, No.6, 739-743.

Bravo, J., Seibert, S.E., Kraimer, M.L., Wayne, S.J. and Liden, R.C (2017) Measuring career orientations in the era of the boundaryless career. *Journal of Career Assessment*, Vol.25, (3), 502-525.

Breakwell, G.M., Wright, D.B. and Barnett, J. (2020) *Research Methods in Psychology*. 5th edn. London: SAGE.

Brinkmann, S. (2018) *Philosophies of Qualitative Research. Understanding qualitative research.* Oxford: Oxford University Press.

Briscoe, J.P. and Finkelstein, L.M. (2009) The ''new career'' and organizational commitment: Do boundaryless and protean attitudes make a difference? *Career Development International,* 14, 242–260.

Briscoe, J.P. and Hall, D.T. (2006) The interplay of boundaryless and protean careers: Combinations and implications. *Journal of Vocational Behavior*, 69, 4–18.

Briscoe, J.P., Hall, D.T. and Frautschy DeMuth, R.L. (2006) Protean and boundaryless careers: An empirical exploration. *Journal of Vocational Behavior*, 69, 30–47.

Briscoe, J.P., Henagan, S.C., Burton, J.P., and Murphy, W.M. (2012) Coping with an insecure employment environment: The differing roles of protean and boundaryless career orientations. *Journal of Vocational Behavior*, 80, 308–316.

Broschak, J.P., Davis-Blake, A. and Block, E.S. (2008) Nonstandard, not substandard: The relationship among work arrangements, work attitudes, and job performance. *Work and Occupations*, 35, 3- 42.

Brown, R. (2013) Mutuality meets the market: Analysing changes in the control of quality assurance in United Kingdom Higher Education 1992-2012. *Higher Education Quarterly,* Volume 67, No.4, 420-437.

Brown, D. and Gold, M. (2007) Academics on non-standard contracts in UK universities: Portfolio work, choice and complusion. *Higher Education Quarterly,* 61, (4), 439:460.

Brunetto, Y., Shacklock, K., Teo, S. and Farr-Wharton, R. (2014) The impact of management on the engagement and well-being of high emotional labour employees. *The International Journal of Human Resource Management,* 25, 17, 2345-2363.

Bryman, A. (2006) Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6, 97-113.

Bryman, A. (2006a) Paradigm peace and the implications for quality. *International Journal of Social Research Methodology,* Vol.9, No. 2, 111-126.

Bryman, A. (2015) *Social Research Methods.* 5th edn. Oxford: Oxford University Press.

Bryman, A. and Bell, E. (2018) *Business Research Methods.* 5th edn. Oxford: Oxford University Press.

Bryson, C (2004) What about the workers? The expansion of higher education and the transformation of academic work. *Industrial Relations Journal*, 35, 1, 38-57.

Bryson, C. (2013) Supporting sessional teaching staff in the UK – to what extent is there real progress? *Journal of University Teaching and Learning Practice,* Vol. 10, Issue 3, 1-19. Available at: http://ro.uow.edu.au/jutlp/vol10/iss3/2. [Accessed 12 July 2021]

Calhoun, C. (ed.) (2002) *Dictionary of the Social Sciences*. Oxford: Oxford University Press.

Cam, S. (2012) Involuntary part time workers in Britain: Evidence from the labour force survey. *Industrial Relations Journal,* 43, 3, 242-259.

Campion, E.D., Caza, B.B. and Moss, S.E. (2020) Multiple jobholding: An integrative systematic review and future research agenda. *Journal of Management,* Vol. 46 No. 1, 165–191.

Campion, E.D. and Csillag, B. (2021) Multiple job holding motivations and experiences: A typology and latent profile analysis. *Journal of Applied Psychology.* Advance online publication, 1-24.

Carbery, R. and Cross, C. (eds.) (2018) *Human Resource Management. A concise introduction.* 2nd edn. London; Red Globe Press.

Caza, B.B., Moss, S. and Vough, H. (2018). From synchronizing to harmonizing: The process of authenticating multiple work identities. *Administrative Science Quarterly*, 63, 703-745.

Chang, H.T., Chi, N.W. and Miao, M.C. (2007) Testing the relationship between three component organizational/occupational commitment and organizational/occupational turnover intention using a non-recursive model. *Journal of Vocational Behavior,* 70, (2), 352-368.

Cho, S. and Johanson, M.M. (2008) Organisational citizenship behavior and employee performance: A moderating effect of work status in restaurant employees. *Journal of Hospitality & Tourist Research*, 32, 307-326.

Christensen, C. (2008) The employment of part-time faculty at community colleges. *New Directions for Higher Education,* Issue 143, 29-36.

Cioca, I., Wietrak, E., Barends, E. and Rousseau, D. (2021) *Organisational commitment: an evidence review*. Scientific summary. London: Chartered Institute of Personnel and Development.

Clarke, M. (2013) The organizational career: Not dead but in need of redefinition. *The International Journal of Human Resource Management*, Vol 24, No 4, 684-703.

Clarke, V. and Braun, V. (2013) Teaching thematic analysis. *The Psychologist*, Volume 26, No 2, 120-123.

Clarke, V. and Braun, V. (2018) Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling and Psychotherapy Research*, 18, (2), 107-110.

Clarke, V., Braun, V., Terry, G. and Hayfield, N. (2019) Thematic analysis. In: Liamputtong, P (ed.), *Handbook of Research Methods in health and Social Sciences*. Singapore: Springer, 843-860.

Colakoglu, S.N. (2011) The impact of career boundarylessness on subjective career success: The role of career competencies, career autonomy, and career insecurity. *Journal of Vocational Behavior,* 79, (1), 47–59.

Collis, J. and Hussey, R. (2014) *Business Research. A practical guide for undergraduate and postgraduate students.* 4th edn. London: Palgrave.

Connelly, C.E. and Gallagher, D.G. (2004) Emerging trends in contingent work research. *Journal of Management,* 30, (6), 959-983.

Coombe, K. and Clancy, S. (2002) Reconceptualising the teaching team in universities: Working with sessional staff. *International Journal for Academic Development*, 7, 159–166.

Corley, K.G. and Gioia, D.A. (2011) Building theory about theory building. What contributes a theoretical contribution? *Academy of Management Review*, 36, (1), 12-32.

Courtney, K. (2013) Adapting Higher Education through changes in academic work. *Higher Education Quarterly,* Vol.67, No. 1, 40:55.

Coyle-Shapiro, J.A.M. and Kessler, I. (2002) Contingent and non-contingent working in local government: Contrasting psychological contracts. *Public Administration,* Vol.80, No.1, 77-101.

Crede, M., Cheryshenko, O.S., Stark. S., Dalal. R.S. and Bashshur, M. (2007) Job satisfaction as a mediator: An assessment of job satisfaction's position within the nomological network. *Journal of Occupational and Organizational Psychology,* 80, 515-538.

Creswell, J.W. (2014) *Research Design. Qualitative, Quantitative and Mixed Methods Approaches.* 4th edn. London: SAGE Publications Ltd.

Creswell, J.W. and Plano Clark, V. L. (2017) *Designing and Conducting Mixed Methods Research.* 3rd edn. London: SAGE Publications Ltd.

Cropanzo, R., Anthony, E.L., Daniels, S.R. and Hall, A.V (2017) Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*. Vol. 11, No. 1, 1-38.

Cropanzo, R. and Mitchell, M.S. (2005) Social exchange theory: An interdisciplinary review. *Journal of Management,* Vol. 31, No. 6, 874-900.

Cunliffe, A. L (2016) On becoming a critically reflexive practitioner. Redux: what does it mean to be reflexive? *Journal of Management Education.* Vol. 40, (6), 740-746.

Dany, F., Louvel, S. and Valette, A. (2011) Academic careers: The limits of the 'boundaryless approach' and the power of the promotion scripts. *Human Relations,* 64, (7), 971-996.

De Bruin, G.P. and Buchner, M. (2010) Factor and item response theory analysis of the protean and boundaryless career attitude scales. *S A Journal of Industrial Psychology,* 36, (2), 3-11.

De Cuyper, N.D., de Jong, J., De Witte, H., Isaksson, K., Rigotti, T. and Schalk, R. (2008) Literature review of theory and research on the psychological impact of temporary employment: Towards a conceptual model. *International Journal of Management Reviews*, Vol 10, Issue 1, 25-51.

De Cuyper, N.D, Piccoli, B., Fontinha, R., and De Witte, H. (2018) Job insecurity, employability, and satisfaction among temporary and permanent employees in post-crisis Europe. *Economic and Industrial Democracy*. Published online 31 October.

Department for Business, Energy and Industrial Strategy (2018) *The Good Work Plan*. London: HM Government.

Department for Business, Innovation and Skills, (2011) *Higher Education: Students at the Heart of the System.* London: *HMSO.*

De Vos, A. and Soens, N. (2008) Protean attitude and career success: The Mediating role of self-management. *Journal of Vocational Behavior*, 73, 449-456.

De Witte, H. (1999) Job insecurity and psychological well-being: Review of the literature and exploration of some unresolved issues. *European Journal of Work and Organizational Psychology,* Vol. 8, (2), 155-177.

De Witte, H., Pienaar, J., and De Cuyper, N. (2016) Review of 30 years of longitudinal studies on the association between job insecurity and health and well-being: Is there causal evidence? *Australian Psychologist,* 51, (1), 18–31.

Dickey, H., Watson, V. and Zangelidis, A. (2011) Is it all about money? An examination of the motives behind moonlighting. *Applied Economics,* 43, 3767-3774.

Dickey, H., Watson, V., and Zangelidis, A. (2015). *What triggers multiple job-holding? A state preference investigation.* Aberdeen: Centre for European Labour Market Research, Discussion paper no. 15, 4.

Dik, R. and Duffy, B.J. (2009) Beyond the self: External influences in the career development process. *Career Development Quarterly*, Vol. 58, 29:53.

Direnzo, M.S., Greenhaus, J.H. and Weer, C.H. (2015) Relationship between career orientation and work-life balance: A resource perspective. *Journal of Organizational Behavior,* 36, 538-560.

Dorenkamp, I. and Ruhle, S. (2019) Work–life conflict, professional commitment, and job satisfaction among academics. *The Journal of Higher Education,* Vol. 90, No. 1, 56–84.

Dowd, K.O. and Kaplan, D. M. (2005) The career life of academics: Boundaried or boundaryless? *Human Relations*, 58, (6), 699–721.

Dulac, T., Coyle-Shapiro, J.A-M., Henderson, D.J. and Wayne, S.J. (2008) Not all responses to breach are the same: The interconnection of social exchange and psychological contract processes in organizations. *Academy of Management Journal,* Vol. 51, No.6, 1079-1098.

Dyer, S., Humphries, M., Fitzgibbons, D. and Hurd, F. (2014) *Understanding Management Critically.* London: SAGE Publications Ltd.

Easterby-Smith, M., Thorpe, R., Jackson, P.R. and Jasperson, L.J. (2018) *Management and Business Research.* 6th edn. London: SAGE Publications Ltd.

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P.D. and Rhoades, L. (2001) Reciprocation of perceived organizational support. *Journal of Applied Psychology,* Vol.86, No.1, 42-51.

Eisenberger, R., Cummings, J., Armeli, S. and Lynch, P. (1997) Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, 82, 812–820.

Eisenberger, R., Rockstuhl, T., Shoss, M.K., Wen, X. and Dulebohn, J. (2019) Is the employee–organization relationship dying or thriving? A temporal meta-analysis. *Journal of Applied Psychology*, Vol. 104, No. 8, 1036-1057.

Enache, M.M., Sallan, J., Pep, S. and Fernandez, V. (2013) Organisational commitment within a contemporary career context. *International Journal of Manpower,* Vol.34, Issue 8, 880-898.

Feldman, D.C., and Turnley, W.H. (2001) Contingent employment in academic careers: relative deprivation among adjunct faculty. *Journal of Vocational Behaviour,* 64, 284-307.

Feilzer, M.Y. (2010) Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, Vol. 4, (1), 6-16.

Fenwick, T. (2006) Contradictions in portfolio careers: Work design and client relations. *Career Development International,* Vol. 11, No. 1, 66-79.

Fetters, M.D. (2018) Six equations to help conceptualise the field of mixed methods. *Journal of Mixed Methods Research,* Vol. 12, (3), 262-267.

Forrier, A., Sels, L. and Stynen, D. (2009) Career mobility at the intersection between agent and structure: A conceptual model. *Journal of Occupational and Organizational Psychology,* 82, 739-759.

Gappa, J.M., Austin, A.E. and Trice, A.G. (2005) Rethinking academic work and workplaces. *Change,* Vol 37, Issue 6, 32-39.

Garcia, P., Amarnani, R.K., Bordia, P. and Restubog, S. (2021) When support is unwanted: The role of psychological contract type and perceived organizational support in predicting bridge employment intentions. *Journal of Vocational Behaviour*, 125, 103525.

Gerrish, K., and Lathlean, J. (eds.) (2015) *The Research Process in Nursing.* 7th Edn. Chichester: Wiley Blackman.

Gornall, L. (2012) Compulsive working, 'hyperprofessionality' and the unseen pleasures of academic work. *Higher Education Quarterly,* Volume 66, No.2, 135-154.

Gouldner, A. W. (1960) The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25, 161-178.

Gratton, L. and Ghoshal, S. (2003) Managing personal human capital: New ethos for the volunteer employee. *European Management Journal,* Vol. 21, No.1, 1-10.

Gray, D.E. (2014) *Doing Research in the Real World.* 3rd edn. London: SAGE Publications Ltd.

Gray, D.E. (2017) *Doing Research in the Business World*. London: Sage Publications Ltd.

Greenaway, D. and Hayes, M. (2003) Funding Higher Education in the UK: The role of fees and loans. *Economic Journal,* 113, 150-166.

Greene, J.C. (2012) Engaging critical issues in social inquiry by mixing methods. *American Behavioral Scientist*, Vol.56, Issue 6, 755-773.

Greenberger, D.B. and Strasser, S. (1986) Development and application of a model of personal control in organizations. *Academy of Management Review,* Vol. 11, No. 1, 164-177.

Greenhalgh, L. and Rosenblatt, Z. (2010) Evolution of research on job insecurity. *International Studies of Management and Organization*, 40, (1), 6–19.

Grimland, S., Vigoda-Gadot, E. and Baruch, Y. (2012) Career attitudes and success of managers: The impact of chance event, protean, and traditional careers. *The International Journal of Human Resource Management*, *23*, 1074–1094.

Grix, J. (2002) Introducing students to the generic terminology of social research. *Politics*, 22, (3), 175-186.

Guan, Y., Arthur, M. B., Khapova, S. N., Hall, R. J. and Lord, R. G. (2019) Career boundarylessness and career success: A review, integration and guide to future research. *Journal of Vocational Behavior*, 110, 390–402.

Guba E.G. and Lincoln, Y.S. (1994) Competing paradigms in qualitative research. In: Denzin, N. and Lincoln, Y (eds.) *Handbook of Qualitative Research*, London: Sage Publications, 105-117.

Guba, E.G. and Lincoln, Y. (2005) Paradigmatic controversies, contradictions and emerging confluences. In: Denzin, N. and Lincoln, Y. (eds.) *Handbook of Qualitative Research.* 3rd edn. London: SAGE.

Gubler, M., Arnold, J. and Coombs, C. (2014). Reassessing the protean career concept: Empirical findings, conceptual components, and measurement. *Journal of Organizational Behavior*, *35*, S23–S40.

Guerreiro Figuera, D.J., Rocha Pereira do Nascimento, J.L. and Rodrigues Guita de Almeida, M.H. (2015) Relation between organizational commitment and professional commitments: An exploratory study conducted with teachers. *Universitas Psychologica,* 14, (1), 15-27.

Guest, D. (1998) Is the psychological contract worth taking seriously? *Journal of Organizational Behavior,* 19, 649-664.

Guest, D. (2004) Flexible employment contracts, the psychological contract and employee outcomes: An analysis and review of the evidence. *International Journal of Management Reviews,* Vol.5/6, Issue 1, 1-19.

Guest, D.E., Oakley, P., Clinton, M. and Budjanovcanin, A. (2006) Free or precarious? A comparison of the attitudes of workers in flexible and traditional employment contracts. *Human Resource Management Review,* 16, 107-124.

Guest, G., MacQueen, K.M. and Namey, E.E. (2012) *Applied Thematic Analysis.* London: Sage.

Guthrie, H.W. (1969) Teachers in the Moonlight. *Monthly Labor Review*, 92, 28-31.

Hakim, C. (2000) *Work Lifestyle Choices in the 21st Century; Preference Theory.* Oxford: Oxford University Press.

Hall, D. (1996) Protean careers of the 21st Century. *Academy of Management Executive*, Vol. 10, No. 4, 8-18.

Hall, D.T. (2002) *Careers in and out of organizations*. London: Sage Publications.

Hall, D. T. and Las Heras, M. (2010) Reintegrating job design and career theory: Creating not just good jobs but smart jobs. *Journal of Organizational Behavior*, *31*, 448–462.

Hall, D. T., Yip, J. and Doiron, K. (2018) Protean careers at work: Self-direction and values orientation in psychological success. *Annual Review of Organizational Psychology and Organizational Behavior,* 5, (1), 129–156.

Hall, J. (2013) Pragmatism, evidence, and mixed methods evaluation. *New Directions for Evaluation,* (138), 15-26.

Hamel, H.R. (1967) Moonlighting – An Economic Phenomenon. *Monthly Labor Review,* 90, 17-22.

Hammersley, M. (2018) Commentary – On the 'indistinguishability thesis': A response to Morgan. *Journal of Mixed Methods Research,* Vol. 12, (3), 256-261.

Hazen, B.T. (2016) Overcoming basic barriers to publishing research. *The International Journal of Logistics Management,* 27, (1).

Heaton, C.A.N. (2004) The reality of 'new' careers for men and women. *Journal of European Industrial Training,* Vol.28, Issue 2/3/4, 141-158.

Heffernan, T. A. (2018) Approaches to career development and support for sessional academics in Higher Education. *International Journal for Academic Development*, 23, (4), 312–323.

Hennink, M., Hutter, I. and Bailey, A. (2020) *Qualitative Research Methods*. London: SAGE.

Herrman, A., Hirschi, A. and Baruch, Y. (2015) The protean career orientation as predictor of career outcomes: Evaluation of incremental validity and medication effects. *Journal of Vocational Behaviour,* 88, 205-214.

Hertz, R. (ed.) (1997) *Reflexivity and Voice.* London: SAGE Publications.

Hipple, S.F. (2010) Multiple job holding during the 2000s. *Monthly Labor Review*, July, 21-32.

Hirsch, B., Husain, M. M. and Winters, J. V. (2016) Multiple job holding, local labor markets, and the business cycle. *IZA Journal of Labor Economics*, 5, 4-33.

Huisman, J., de Boer, H. and Botas, P.C.P. (2012) Where do we go from here? The future of English Higher Education. *Higher Education Quarterly,* Volume 66, No. 4, 341-362.

Inkson, K. (2006) Protean and boundaryless careers as metaphors. *Journal of Vocational Behavior*, 69, 48-63.

Inkson, K., Gunz. H., Ganesh, S. and Roper, J. (2012) Boundaryless careers: Bringing back boundaries. *Organization Studies,* 33, (3), 323-340.

Johnson, M.S. (2003) Designating opponents in empirical research reports: The rhetoric of 'interestingness' in consumer research. *Marketing Theory,* 3, (4), 477-501.

Johnson, R.B. and Onwuegbuzie, A. J. (2004) Mixed methods research whose time has come. *Educational Researcher, Vol. 33. No. 7, 14-26.*

Johnson, R.B., Onwuegbuzie, A.J., and Turner, L.A. (2007) Toward a definition of mixed method research. *Journal of Mixed Methods Research*, 1, (2), 112-133.

Jones, D.A. and McIntosh, B.R. (2010) Organizational and occupational commitment in relation to bridge employment and retirement intentions. *Journal of Vocational Behavior,* 77, (2), 290-303.

Junor, A. (2004) Casual university work: Choice, risk, inequity and the case for regulation. *Economic and Labour Relations Review*, Vol. 14, Issue 2, 276:304.

Kahn, S. and Lang. K. (1987) *Constraints of the Choice of Work Hours: Agency versus Specific Capital*. Cambridge MA: National Bureau of Economic Research, Working Paper 2238, 1-34.

Kalleberg, A. (2000) Non-standard employment relation: Part-time, temporary and contract work. *Annual Review of Sociology,* Vol. 26, 341-365.

Kanter, R.M. (1968) Commitment and social organization: A study of commitment mechanisms in utopian communities. *American Sociological Review,* 33, (4), 499-517.

Kaulisch, M. and Enders, J. (2005) Careers in overlapping institutional contexts: The case of academe. *Career Development International,* Vol. 10, Issue 2, 130-144.

Kimber, M. (2003) The tenured 'core' and the tenuous 'periphery': The casualisation of academic work in Australian universities. *Journal of Higher Education Policy and Management,* 25, 10, 41-50.

Kimmel, J. and Conway, K.S. (2001) Who moonlights and why? Evidence from the SIPP. *Industrial Relations,* Vol. 40, No. 1, 89-120

Knott, G., Crane, L., Heslop, I. and Glass, B.D. (2015) Training and support of sessional staff to improve quality of teaching and learning at universities. *American Journal of Pharmaceutical Education,* 79, (5), Article 72, 1-8.

Korsakiene, R. and Smaliukiene, R. (2014) The implications of contemporary approaches toward career development. *Procedia – Social and Behavioural Sciences,* Volume 109, 422-442.

Krishan, P. (1990) The economics of moonlighting. *Review of Economic and Statistics*, 72, (2), 361-67.

Kuhn, T. (1996) *The Structure of Scientific Revolutions*. 3rd edn. Chicago: University of Chicago Press.

Ladik, D.M. and Stewart, D.W. (2008) The contribution continuum. *Journal of the Academy of Marketing Science,* 36, (2), 157-165.

Landau, M. J., Kay, A.C. and Whitson, J.A. (2015) Compensatory control and the appeal of a structured world. *Psychological Bulletin*, 141, (3), 694–722.

Lapalme, M-E., Stamper, C.L., Simard, G. and Tremblay, M. (2009) Bringing the outside in: Can 'external' workers experience insider status? *Journal of Organizational Behavior*, 30, 919-940.

Låstad, L., Vander Elst, T. and De Witte, H. (2016) On the reciprocal relationship between individual job insecurity and job insecurity climate. *Career Development International,* Vol. 21, Issue 3, 246-261.

Lee, K., Carswell, J.J. and Allen, N.J. (2000) A meta-analytic review of occupational commitment: Relations with person and work-related variable. *Journal of Applied Psychology,* 85, (5), 799-811.

Leslie, D.W., and Gappa, J. M. (1995) The part-time faculty advantage. *Metropolitan Universities: An International Forum*, 1995, 6, (2), 91–102.

Liden, R.C., Wayne, S.J., Kraimer, M.L. and Sparrowe, R.T. (2003) The dual commitments of contingent workers: An examination of contingent workers' commitment to the agency and the organization. *Journal of Organizational Behaviour,* 24, 609-625.

Locke, K. and Golden-Biddle, K. (1997) Constructing opportunities for contribution – Structuring intertextual coherence and problematisation in organisational studies. *Academy of Management Journal,* Vol 40, No. 5, 1023 -1062.

Lo Presti, A., Manuti, A. and Briscoe, J.P (2019) Organizational citizenship behaviors in the era of changing employment patterns. The complementary roles of psychological contracts and protean and boundaryless careers. *Career Development International,* Vol. 24, No. 2, 1270145.

Macfarlane, B. (2015) Dualisms in Higher Education: A critique of their influence and effect. *Higher Education Quarterly*, Volume 69, No.1, 101-118.

Mainiero, L. A. and Sullivan, S.E. (2005) Kaleidoscope careers: An alternative explanation for the 'opt-out' revolution. *The Academy of Management Executive,* 19, (10), 106-123.

Marescaux, E., De Winne, S. and Sels, L. (2013) HR practices and affective organisational commitment: (When) does HR differentiation pay off? *Human Resource Management Journal,* Vol. 23, No.4, 329-345.

Maxwell, J. (2013) *Qualitative Research Design*. 3rd edn. London: Sage.

Maylor, H., Blackmon, K. and Huemann, M. (2017) *Researching Business and Management.* 2nd Edn. London: Palgrave Macmillan.

McComb, V., Eather, N. and Imig, S. (2021) Casual academic staff experiences in Higher Education: Insights for academic development. *International Journal for Academic Development*, 26:1, 95-105, DOI: 10.1080/1360144X.2020.1827259.

McDermid, S.M., Lee, M.D., Buck, M. and Williams, M.L (2001) Alternative work arrangements among professionals and managers: Rethinking career development and success. *Journal of Management Development,* Vol. 20, Issue 4, 305-317.

Megoran, N. and Mason, O. (2020) *Second class academic citizens: The dehumanising effects of casualisation in higher education.* London: University and College Union.

Mertens, D.M. (2012) What comes first? The paradigm or the approach? *Journal of Mixed Methods Research,* Vol. 6, Issue 4, 255-257.

Meyer, J. P., Allen, N. J. and Smith, C. A. (1993) Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538–551.

Meyer, J. P., Stanley, D. J., Herscovitch, L. and Topolnytsky, L. (2002) Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, (1), 20–52.

Meyer, J. P., Stanley, L. J. and Vandenberg, R. J. (2013) A person-centered approach to the study of commitment. *Human Resource Management Review*, 23(2), 190–202.

Molesworth, M., Nixon, E. and Scullion, R. (2009) Having, being and Higher Education: The marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education,* 14, 3, 277-287.

Morgan, D.L. (2007) Paradigms lost and pragmatism regained. Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research,* Vol. 1, No.1, 48-76.

Morgan, D.L. (2013) Pragmatism as a paradigm for social research. *Qualitative Inquiry*, Vol 20, (8), 1045-1053.

Mowday, R.T., Steers, R.M. and Porter, L.W. (1979) The measurement of organizational commitment. *Journal of Vocational Behavior*, *14*, 224–247.

Ng, T.W.H., Butts, M.M., Vandenburg, R.J., DeJoy, D.M. and Wilson, M.G. (2006) Effects of management communication, opportunity for learning, and work schedule flexibility on organisational commitment. *Journal of Vocational Behavior*, 68, 474-489.

Ngo, H.Y., Foley, S., Ji M.S. and Loi, R. (2014) Work satisfaction of Chinese employees: A social exchange and gender-based view. *Social Indicators Research,* 116, 457-473.

O'Byrne, D. and Boyd, C. (2014) Back to the future: The idea of a university revisited. *Journal of Higher Education Policy and Management,* 36, 6, 571-584.

Opengart, R. and Short, D. (2002) Free agent learners: The new career model and its' impact on human resource development. *International Journal of Lifelong Education,* 21, 3, 220-233.

Ortlieb, R. and Weiss, S. (2018) What makes academic careers less insecure? The role of individual-level antecedents. *Higher Education*, 76:571-587.

Övgü Çakmak-Otluoğlu, K. (2012) Protean and boundaryless career attitudes and organizational commitment: The effects of perceived supervisor support. *Journal of Vocational Behavior,* 80, 638-646.

Parker, M. and Jary, D. (1995) The McUniversity: Organization, management and academic subjectivity. *Organization*, 2, (2), 319–338.

Paxson, C.H. and Sicherman, N. (1996) The dynamics of dual job holding and job mobility. *Journal of Labor Economics,* Vol 14, No. 3, 357-393.

Peiperl, M. and Baruch, Y. (1997) Back to square zero: The post-corporate career. *Organizational Dynamics,* 25, (4), 7-22.

Persson, S. and Wasieleski, D. (2015) The seasons of the psychological contract: Overcoming the silent transformations of the employer-employee relationship. *Human Resource Management Review,* 25, 368-383.

Priest, H., Roberts, P. and Woods, L. (2002) An overview of three different approaches to the interpretation of qualitative data. Part 1: theoretical issues. *Nurse Researcher, 10, (1), 30-42.*

Purcell, W. (2014) Disruption and distinctiveness in Higher Education. *Perspectives: Policy and Practice in Higher Education*, 18, 1, 3-8.

Quinton, S., and Smallbone, T. (2006) *Postgraduate Research in Business: A critical guide*. London: SAGE.

Rayton, B.A. and Yalabik, Z.Y. (2014) Work engagement, psychological contract breach and job satisfaction. *The International Journal of Human Resource Management,* 25, 17, 2382-2400.

Redondo, R., Sparrow, P. and Hernández-Lechuga, G. (2019) The effect of protean careers on talent retention: Examining the relationship between protean career orientation, organizational commitment, job satisfaction and intention to quit for talented workers. *The International Journal of Human Resource Management*, 32:9, 2046-2069.

Rhoades, G. (2017) Bread and roses, and quality too? A new faculty majority negotiating the new academy. *The Journal of Higher Education*, 88, (5), 645–671.

Rhoades, L. and Eisenberger, R. (2002) Perceived organizational support: A review of the literature. *Journal of Applied Psychology,* Vol. 87, No. 4, 698-714.

Rodrigues, R., Guest., D., Oliveira, T. and Alfes, K. (2015) Who benefits from independent careers? Employees, organizations, or both? *Journal of Vocational Behaviour.* 91, 23-34.

Rousseau, D.M. (1995) *Psychological contracts in organizations: Understanding written and unwritten agreements.* London: Sage.

Rousseau, D.M. (1998) Why workers still identify with organizations. *Journal of Organizational Behavior,* Vol. 19, 217-233.

Russo, G., Fronteira, I., Jesus, T. S. and Buchan, J. (2018) Understanding nurses' dual practice: A scoping review of what we know and what we still need to ask on nurses holding multiple jobs. *Human Resources for Health*, 16, 14-30.

Ryan, G.W. and Bernard, H. R. (2003) Techniques to identify themes. *Field Methods,* Volume 15, No. 1, 85-109.

Saks, A.M. (2006) Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21, (7), 600-619.

Saldana, J. (2009) *The Coding Manual for Qualitative Researchers*. London: SAGE.

Sargent, L.D. and Domberger, S.R. (2007) Exploring the development of a protean career orientation: Values and image violations. *Career Development International,* Vol. 12, No. 6, 545-564.

Saunders, M., Lewis, P. and Thornhill, A. (2018) *Research Methods for Business Students.* 8th edn. Harlow: Pearson Education Ltd.

Schein, E. (1996) Career anchors revisited: Implications for career development in the 21st century. *Academy of Management Executive*, Vol. 00, No .0, 80-88.

Schofield, C., Cotton, D., Gresty, K., Kneale, P. and Winter, J. (2013) Higher Education provision in a crowded marketplace. *Journal of Higher Education Policy and Management,* Vol. 35, No.2, 193-205.

Schon, D. (1991) *The Reflective Practitioner: How professionals think in action*. Aldershot: Ashgate Publishing Ltd.

Scrima, F., Lorito, L., Parry, E. and Falgares, G. (2014) The mediating role of work arrangements on the relationship between job involvement and affective commitment. *International Journal of Human Resource Management,* 25,15, 2159-2173.

Segers, J., Inceoglu, I., Vloeberghs, D., Bartram, D. and Henderickx, E. (2008) Protean and boundaryless careers: A study on potential motivators. *Journal of Vocational Behavior,* 73, 212-230.

Seong, J.Y., Hong, D-S. and Park, W.W. (2012) Work status, gender, and organizational commitment among Korean workers: The mediating role of person-organization fit. *Asian Pacific Journal of Management,* 29, 1105-1129.

Shannon-Baker, P. (2015) Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research,* Vol. 10, (4), 319-334.

Sharafizad, J. and Redmond, J. (2019) Discretionary effort of Higher Education sector employees: motivators and inhibitors. *Studies in Higher Education, Vol. 45, Issue 6. 1261-1279.*

Sheikh, A. and Aghaz, A. (2018) The challenges of the faculty members' commitment: The role of university brand. *Higher Education Quarterly*, 73, 312-327.

Shepard, S. (2018) Managerialism: An ideal type. *Studies in Higher Education*, Vol.43, No. 9, 1668-1678.

Shishko, R. and Rostker, B. (1976) The economics of multiple job holding. *The American Economic Review,* Vol 66, No. 3, 298-308.

Shoss, M.K. (2017) Job insecurity: An integrative review and agenda for future research. *Journal of Management*, 43, (6), 1911–1939.

Slattery, J.P., Selvarajan, T.T., Anderson, J.E. and Sardessai, R. (2010) Relationship between job characteristics and attitudes: A study of temporary employees. *Journal of Applied Social Psychology,* 40, 6, 1539-1565.

Sliter, M.T. and Boyd, E.M. (2014) Two (or three) is not equal to one: Multiple jobholding as a neglected topic in organizational research. *Journal of Organizational Behavior*, 35, 1042-1046.

Sturman, M.C. and Walsh, K. (2014) Strengthening the employment relationship: The effects of work-hours fit on key employee attitudes. *Journal of Organizational Behavior,* 35, 762-784.

Sullivan, C., Gibson, S. and Riley, S. (2012) *Doing Your Qualitative Psychology Project*. London: SAGE.

Sullivan, S.E. and Arthur, M.B. (2006) The evolution of the boundaryless career concept: Examining physical and psychological mobility. *Journal of Vocational Behavior*, 69, 19-29.

Sullivan, S.E. and Baruch, Y. (2009) Advances in career theory and research: A critical review and agenda for further exploration. *Journal of Management*, 35, (6), 1542-1571.

Supeli, A. and Creed, P.A. (2016) The longitudinal relationship between protean career orientation and job satisfaction, organizational commitment, and intention-to-quit. *Journal of Career Development*, 43, 66–80.

Surawksi, B. (2019) Who is a 'knowledge worker': clarifying the meaning of the term through comparison with synonymous and associated terms. *Management,* Vol. 23, No 1 105:133.

Tak, J. and Lim, B. (2008) The differences in career-related variables between temporary and permanent employees in information technology companies in Korea. *Journal of Career Development,* Vol. 34, No. 4, 423-437.

Tashkkori, A., and Creswell, J.W. (2007) The new era of mixed methods. *Journal of Mixed Methods Research,* Vol. 1., No. 1, 3-7.

Teddlie, C. and Tashakkori, A. (2010) Major issues and controversies in the use of missed methods in the social and behavioral sciences. In: Tashkkori, A. and Teddlie, C. (eds.)

Handbook of mixed methods in social and behavioral research, London: SAGE Publications Ltd.

The Guardian (2016) *Universities accused of 'importing Sports Direct model' for lecturers pay.* Available at: http://www.theguardian.com/uk-news/2016/nov/16/universities-accused-of-importing-sports-direct-model-for-lecturers-pay. [Accessed 01.02.19].

Thorsteinson, T.J. (2003) Job attitudes of part-time vs. full-time workers: A meta-analytic review. *Journal of Occupational and Organizational Psychology*, 76, 151-177.

Tight. M. (2018) The neoliberal turn in Higher Education. *Higher Education Quarterly*, 73, 273:284.

Timmermans, S. and Tavory, I. (2012) Theory construction in qualitative research: From grounded theory to abductive analysis. *Sociological Theory*, 30, (3), 167-186.

Tobin, G. and Begley, C. (2004) Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48, (4), 388-396.

Tomlinson, M., Enders, J. and Nadoo, R. (2018) The teaching excellence framework: Symbolic violence and the measured market in higher education. *Critical Studies in Education*, Vol. 61, No. 5, 627–642.

Truss, C., Delbridge, R., Alfes, K., Shantz, A. and Soane, E. (eds.) (2014) *Employee Engagement in Theory and Practice.* Abingdon: Routledge.

Ullah Jan, S., and Ahmad, S. (2020) Professional commitment and library-users' perceived service quality in university libraries: A survey in the Pakistani academic environment. *Global Knowledge, Memory and Communication,* 2514-9342.

University and College Union (UCU) (2016) *Precarious work in higher education.* London: UCU Update, November 2016.

University and College Union (UCU) (2018) *Precarious education: how much university teaching is being delivered by hourly paid academics? A report from UCU*. London: UCU, February 2020.

University and College Union (UCU) (2019) *Counting the costs of casualisation in higher education. A UCU report*. London: UCU, June 2019.

Valeau, P., Paille, P., Dubrulle, C. and Guenin, H. (2021) The mediating effects of professional and organizational commitment on the relationship between HRM practices and professional employees' intention to stay. *The International Journal of Human Resource Management*, 32, 8, 1828-1864.

van Rossenberg, Y. G. T., Klein, H. J., Asplund, K., Bentein, K., Breitsohl, H., Cohen, A., Cross, D., de Aguiar Rodrigues, A. C., Duflot, V., Kilroy, S., Ali, N., Rapti, A., Ruhle, S., Solinger, O., Swart J. and Yalabik, Z. Y. (2018) The future of workplace commitment: Key questions and directions. *European Journal of Work and Organizational Psychology*, 27, 2, 153-167.

Veurink, S.A. and Fischer, R. (2011) A refocus on foci: A multidimensional and multi-focal examination of commitments in work contexts. *New Zealand Journal of Psychology,* Vol. 40, No.3, 160-167.

Walters, S. (2005) Making the best of a bad job? Female part timer's orientations and attitudes to work. *Gender, Work and Organization,* Vol. 12, No. 3, 193-216.

Wang, Q., Weng, Q., McElroy, J.C., Ashkanasy, N.M. and Lievens, F. (2014) Organizational career growth and subsequent voice behaviour: The role of affective commitment and gender. *Journal of Vocational Behavior,* 84, 431-441.

Webster, B.D., Edwards, B.D., and Smith, M. (2019) Is holding two jobs too much? An examination of dual jobholders. *Journal of Business and Psychology*, 34, 271-285.

Wietrak, E., Rousseau, D. and Barends, E. (2021) *Work motivation: An evidence review. Scientific summary.* London: Chartered Institute of Personnel and Development

Wilkin, C.L. (2013). I can't get no job satisfaction: Meta-analysis comparing permanent and contingent workers. *Journal of Organizational Behavior,* 34, 47-64.

Winter, R., and Sarros, J. (2002) The academic work environment in Australian universities: A motivating place to work? *Higher Education Research & Development*, 21, 241–258.

Wittmer, J.L.S. and Martin, J.E. (2011) Effects of scheduling perceptions on attitudes and mobility in different part-time employee types. *Journal of Organizational Behavior*, 78, 149-158.

Wu, Z., Baimbridge, M. and Zhu, Y. (2009) Multiple job holding in the United Kingdom: Evidence from the British Household Panel Survey. *Applied Economics,* 41, 2751-2766.

Ylijoki, O-H. and Henriksson, L. (2017) Tribal, proletarian and entrepreneurial career stories: Junior academics as a case in point. *Studies in Higher Education*, Vol. 42, No. 7, 1292-1308.

Zhang, L., Fu, M. and Tao Li, D (2019) Hong Kong academics' perceived work environment and job dissatisfaction: The mediating role of academic self-efficacy. *Journal of Educational Psychology*, Vol, 112, No 7, 1431-1443.

Appendices

Appendix 1: Interview Guide

Appendix 2: Ethical Approval Letter

Appendix 3: Research Project Information Sheet and Consent Form

Appendix 4: Participant Profiles

Appendix 5: Themes, sub-themes and examples of initial codes developed from analysis of interview data.

Exploring the work experiences of multiple job holding academics in UK higher education institutions

Interview questions

Thank you for agreeing to be involved in my PhD study. My name is Lisa Harding, and the aim of this study is to explore the perceptions and work experiences of multiple job holding academics working in UK higher education. The study is seeking to capture what academic multiple job holders working in UK higher education institutions identify as the factors influencing their multiple job holding and examine how these factors, and perceptions and work experiences of multiple job holding may influence work attitudes of job satisfaction and organisational commitment.

(Check participant still meets eligibility criteria: two or more jobs at the same time, with one job as an academic in a UK higher education institution).

To read to participants (as a reminder):

- The interview will last approximately 45 to 60 minutes and will be audio recorded for research purposes
- All data will be filed and stored electronically and will be password protected
- The raw data will not be shared with third parties
- Involvement in the study is voluntary and, should you wish to, you may withdraw from the study at any time without providing a reason. If you do decide to withdraw your data will not be used and will be destroyed

Complete and date consent forms - confirm details of what will be referenced in research e.g., use of pseudonym instead of first name, age, caring responsibilities (yes/no), number and types of employment contract, NOT organisation/institution names (although the number of universities represented within the study will be included), NOT subject discipline (although range of subject disciplines represented in the study will be included).

As this study is seeking to explore your perceptions and experiences of multiple job holding academics, the questions in this interview are broadly centred around four main areas:

- The factors influencing your multiple job holding
- How you define and describe your primary job
- Your perceptions and experiences of multiple job holding

- Your job satisfaction and commitment (feelings of loyalty) to your employing organisations

Further background questions will be asked e.g., name, (reaffirm that pseudonym will be used), age, how you self-identify (gender), current roles and types of employment contracts. If you would prefer not to answer any of these questions, please let me know.

Are there any other any questions you would like to ask me or any areas on which you would like further clarification before we start the interview?

Section 1 Questions – to confirm:

- Age
- Self-identification in terms of gender
- Current jobs and contract types, and years/months held
- Previous jobs and contract types and years/months held
- Reasons for leaving previous jobs

Section 2 Questions:

- What were/are the factors that have influenced your multiple job holding?
- Do you consider one of the jobs you have to be your primary or main job?
  - If so, which one is it?
  - What is it about this job that makes it your primary or main job?
  - How would you define your primary job?
- In terms of your academic role(s), what attracted you to this role?
- What are your experiences of multiple job holding?
- How would you describe your job satisfaction in your different jobs/ roles? And your academic role in particular?
- How would you describe your commitment or loyalty to eat your organisation that you work for what would you say influences this commitment?
- Thinking to the future are you planning to continue with multiple job holding?
  - what is influencing your decision?

Thank you again for your time today. Do you have any questions or would like any further information about this project? Would you like to add anything else to our discussion today?

Next steps: Advise that a short summary will be emailed following interview and for confirmation that summary is representative of interview discussion. Re-confirm how I can be contacted should require further information etc post interview etc.

Appendix 2: Ethical Approval Letter

UNIVERSITY OF
WINCHESTER

Friday 14th September 2018

Lisa Harding

Head of Marketing, Event Management & Project Management

Faculty of BLS

University of Winchester

Hants, SO22 4NR

Dear Lisa Harding

Re: Faculty of Business, Law and Sport RKE Ethics Application [BLS/18/20]

Title: Portfolio careers and job attitudes: An examination of motivations for multiple job-holding for academics in the Higher Education (HE) sector and how this influences job satisfaction and organisational commitment.

Thank you for your submission to the University of Winchester, Faculty of Business Law and Sport (BLS) ethics panel.

On behalf of the Faculty of BLS RKE Ethics Committee I am pleased to advise you that you have received a favourable opinion for the ethical content of your application. Favourable opinion is for five years and is only for the documentation submitted for review on 04/09/18. If the project has not been completed within five years from the date of this letter, re-approval must be requested.

If the nature, content, location, procedures or personnel of your approved application

change, please advise the Head of the Faculty BLS ethics committee.

Yours sincerely

Dr James Faulkner

Head of Ethics in Faculty BLS

University of Winchester

 Dr James Faulkner, Head of Ethics in the Faculty of BLS

Email: James.Faulkner@winchester.ac.uk; Tel: +44 (0)1962 624932

Appendix 3: Research Project Information Sheet and Consent Form

Exploring the Work Experiences of Multiple Job Holding Academics in UK Higher Education Institutions.

Thank you for interest in taking part in this research study. My name is Lisa Harding, and I am conducting this study as part of my postgraduate research thesis at the University of Winchester. The information below outlines the purpose of the study and what it will involve. Please take time to read through the information provided before deciding whether you wish to take part in this research. Please contact me if any of the following is unclear or you would like further information to assist you in your decision.

You have been invited to participate in this research as you hold two or more jobs (full-time and part-time, or multiple part-time), with at least one being an academic role within the higher education sector.   The study is seeking to explore factors influencing multiple job holding amongst academics in the UK higher education sector and the work experiences of these academics, with particular focus on work attitudes of job satisfaction and organisational commitment.

The study will involve you being interviewed by me as the researcher for this study. The interview will take place at a mutually agreed venue, date and time. The interview will last approximately 60 minutes and will be audio-recorded for research purposes. All data will be anonymised and will not be used in any way that will enable identification of individual responses. All data will be filed and stored electronically and will be password protected. The raw data will not be shared with third parties. Involvement in the study is voluntary and, should you wish to, you may withdraw from this study at any time without providing a reason. If you decide to withdraw your data will not be used and will be destroyed.

If you decide to take part in the research, two consent forms will be completed; one is to be retained by you and the other will be retained by me for my records.

If you have any questions about this study, please contact me at
l.harding.09@unimail.winchester.ac.uk.

Consent Form

Exploring the Work Experiences of Multiple Job Holding Academics in UK Higher Education Institutions.

Researcher Contact Details:

Lisa Harding, PhD Student, University of Winchester Business School, University of Winchester, Romsey Road, Hants SO22 5HT.

Please use email address for correspondence: Email address: l.harding.09@unimail.winchester.ac.uk

---

Request for informed consent (please tick each box to confirm informed consent):

☐   I have read the information sheet provided and have been given adequate time to consider the research being conducted.

☐   I have been given the opportunity to ask questions about the study, and any questions I have asked have been answered to my satisfaction.

☐   I understand that my participation in the study is voluntary and that, should I wish to, I may withdraw at any time without providing reasons for withdrawal, and that my data will be destroyed.

☐   I understand that taking part in the study will involve me being interviewed by the researcher and I agree to this interview being audio-recorded.

☐   I understand that my personal details such as name and employment addresses will not be revealed to people outside of this project.

☐   I understand that my words may be quoted in publications, reports, web pages and other research outputs but that data collected about me and the organisation I am employed by during the study will be anonymised before it is submitted for publication.

Date Completed: _____/_____/_____

Appendix 4: Participant Profiles

Name	Age Range	Caring Responsibilities (Y/N)	No of Jobs held within portfolio
Alan	>70	N	2
Barbara	56-65	N	3
Christine	56-65	N	2
Daniel	56-65	N	2
Eric	56-65	N	2
Frances	46-55	N	2
Georgia	46-55	Y	2
Helen	46-55	N	2
Ian	46-55	N	4
John	46-55	Y	5
Kathryn	36-45	N	4
Laura	36-45	Y	2
Mary	36-45	Y	2
Natalie	36-45	Y	2
Oliver	36-45	Y	3
Pauline	<35	Y	3
Richard	<35	N	4
Sally	<35	Y	2
Thomas	46-55	Y	4
Valerie	46-55	N	2

Appendix 5: Themes, sub-themes and examples of initial codes developed from analysis of interview data.

Influences for multiple job holding - main/overarching theme	Influences for multiple job holding - sub-themes	Influences for multiple job holding - examples of initial codes
Seeking '*control*' through multiple job holding: An overarching theme which identifies what it is that multiple job holders are seeking to achieve through multiple job holding.	**The need to achieve *'financial stability'*:** Captures the need to achieve a sufficient level of income that is stable and reliable.	To achieve greater reliability of income/financial stability.
		To achieve a sufficient/certain level of income as hours/income available insufficient.
		To provide greater income security.
		To compensate for threat of, or potential for redundancy.
		Because of previous experience of redundancy – self or partner.
	The need for *'flexibility'*: Identifies the need for flexibility in working patterns to accommodate other commitments.	To fit around family commitments.
		To fit around personal life/ home life.
		To put family first.
		To fit around business commitments.
	The need to establish *'boundaries'*: Illustrates the need to establish boundaries around work life based on previous job experiences.	To reduce work intensity.
		To avoid repeat of burnout.
		Because previous experience of full-time work pressure unsustainable.
		To protect well-being and health.
		Because previous job all consuming.
	The aspiration for *'freedom'* to follow *'own agenda'*: Explores the freedom to pursue own interests, work goals and a work life balance.	Freedom to 'do what I want'
		To be able to create a clear plan.
		To take risks.
		To capitalise on opportunities.
		CV/ career development.
		Maintain contact within the [academic/non-academic] sector.
	The aspiration for *'variety'* and *'interesting'* work:	To avoid boredom
		To explore something new

	Highlights the hope for interesting and varied work, that is enjoyable and stimulating.	To find work that is enjoyable, stimulating, or interesting
	The aspiration to *'make a difference':* Encompasses the hope of making a difference to others through sharing of knowledge, skills, and experience.	To pass on knowledge, share wisdom
		To '*give something back*', contribute to society.
		To 'make a difference'.
Perceptions and experiences of multiple job holding - main/overarching theme	**Perceptions and experiences of multiple job holding - sub-themes**	**Perceptions and experiences of multiple job holding - examples of initial codes**
Multiple job holding and the control paradox: An overarching theme that highlights the tensions between seeking control through multiple job holding and perceptions and experience of multiple job holding.	**Job '*insecurity*' and '*uncertainty*':** Captures the lack of security of non-standard, precarious contracts, and uncertainty as to whether contracts will be renewed.	No security.
		'*Uncertainty*' of not knowing.
		No guarantees.
		Difficult to plan.
		'*Do more than paid for'.*
		'*Don't want to say no to anything'.*
	The need to *be* flexible and exercise self-control: Highlights the need for *individual* flexibility, and *individual responsibility* in managing the tensions and balance (boundaries) between work and other aspects of life.	The need to change things to fit around the job.
		The ability to say no (but has implications for income).
		Time management and compartmentalising.
		Boundaries require constant review and evaluation.
		Financial security enables boundaries to be established.
	A '*liberating*', '*rewarding*' and problematic experience: Illustrates that freedom and enjoyment of diverse and varied work is tempered by the challenges of managing multiple jobs.	Making a difference is rewarding.
		Diversity of work is enjoyable.
		'*Good locus of control*' (if have financial security) .
		Variety '*nice*' if '*not reliant on income'.*
		A '*problem to manage'.*
The 'interloper' who wants to belong: An overarching theme that captures the multiple job holders' dilemma of wanting to	**'*You don't quite belong':*** Highlights the experiences of not belonging, of being excluded and not considered in planning, scheduling and communications.	Feelings of isolation.
		An '*interloper*'.
		'*Excluded*' and '*disadvantaged*'.
		No-one interested in my development.

belong but feeling like an interloper because of their status (type of employment contract).		Not a *'proper employee'.*
		We *'fill in gaps'* in teaching.
	Creating a *'sense of belonging'* within the team: Captures how multiple job holders are creating their sense of belonging within their work teams.	Developing relationships through informal groups (outside of contracted hours).
		Pro-active social networking (outside of contracted hours).
	The 'part-timers dilemma': Illustrates the dilemma of wanting to belong but knowing that future work is not guaranteed.	Feeling *'unwanted'* (effort invested but no guarantees of job security).
		No sense of student progress (as role is temporary).
		A *'two tier system'.*
A multi-dimensional view of commitment: An overarching theme that highlights the multiple job holder's foci for commitment.	**Commitment to academic role and teaching:** Highlights a commitment to academic or teaching role, or to subject discipline	Teaching is *'my vocation'.*
		'My job is me'.
		'I consider myself to be an academic or a lecturer'.
	Commitment to colleagues and students: Highlights a commitment to students and/or colleagues	I look for people I can work with.
		I think of colleagues first rather than the organisation.
		I care about colleagues and individuals.
		Commitment is to *'colleagues and students'.*
	Commitment to being part of the higher education process: Highlights a commitment to the higher education process, to *being part of* the system that enables students to achieve their goals.	I am part of the process, *'a cog really'.*
		'I don't see commitment to an organisation'.
		'It's the nature of the work being done'.