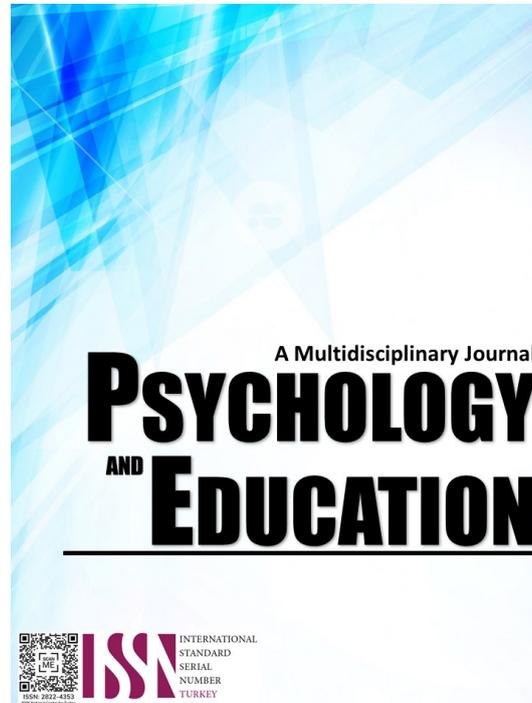


**&LDQUO;IF ONLY I CAN BE IN TWO  
PLACES&RDQUO;: THE LIVED EXPERIENCES OF  
TEACHER ENTREPRENEURS**



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## “If Only I Can Be in Two Places”: the Lived Experiences of Teacher Entrepreneurs

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### Abstract

This study aimed to investigate the lived experiences of teacherpreneurs who work full-time and sell during their spare time. This is a qualitative research design anchored in the phenomenon of the endeavors of teacherpreneurs. Purposive sampling was used in the study. It sought to explore the lived experiences of teachers engaged in entrepreneurial activities and in performing their duties as teachers, the challenges experienced, how they face challenges, and feedback from stakeholders and their aspirations. Fifteen participants were interviewed, revealing multi-formed products and marketing strategy; professional and entrepreneurial advancement; detrimental situations; management of challenges; and risk readiness and commitment as themes. It was concluded that professional and entrepreneurial advancement were the motives behind the multiple job holdings of teachers. Findings revealed that teacherpreneurs experienced personal degradation, tiresome and stressful experiences, and conflict situations. Teacherpreneurs developed patience, motivation for professional development, and multi-tasking in managing challenges. Finally, one must have the will to take risks, willpower, and work prioritization to acquire risk readiness and commitment to the challenges that may come across his or her path.

**Keywords:** Commitment, Dilemmas, Advancement, Management Of Challenges, Teacherpreneurs

### Introduction

"Teaching is like selling. Good teachers do much selling, and good salespeople do much teaching. One can only be a teacher once someone learns, and one can only sell when someone buys;" thus, it is a direct relation for both (Malcolm, 2012). As a teacher, one has to think, act and be like a seller. His product is knowledge, a commodity that his clients, the learners, need. Many teachers need help with finances due to different loans in advance, paying their bills causing below minimum salary at the end of the month. With this, they are challenged to find an option to sustain their needs leading them to a multiple job-holding (Gomes, 2015). According to a study in Scotland, teachers use multiple job-holding to deal with financial difficulties or increased household commitments. These individuals are more likely to view multiple-job holding as a solution to their constraints (Dickey, 2011). Furthermore, teachers derive joy and benefits from having their businesses and education roles, which they face to circumstances and factors. Most teachers combine job roles to enhance their careers, make more money or be their bosses (Nworgu, Achinewhu-Nworgo & Natrajan, 2019).

However, in the Philippines, teachers, like everyone else, have different demands and aspirations, and many are looking for a second job to help them make ends meet. Engagement in the private practice of a profession by public officials and employees is a ground for administrative disciplinary action under Republic Act 6713, also known as the Code of

Conduct and Ethical Standards for Public Officials and Employees. It implements rules and regulations unless authorized by law or regulation, provided such practice does not conflict or tends to conflict with official function (Silin, 2022).

In the locality, one of the teacherpreneurs was summoned to the barangay several times due to complaints regarding the services rendered related to decorations. This was due to his absence during the decoration setup since he had to prioritize his duty as a teacher over his work. Several teachers were doing multiple jobs aside from being full-time teachers. Thus, this leads the researcher to investigate further, dig deeper into the lived experiences of teacher entrepreneurs teaching full time and selling during extra time, and shed a glimpse of why most teachers chose multiple jobs, specifically in the entrepreneurial field.

### Research Questions

This study aimed to explore teacher entrepreneurs' lived experiences while teaching full-time and selling during extra time. Specifically, it sought to examine their experiences by answering the following questions:

1. What are the lived experiences of teachers engaged in entrepreneurial activities and in performing their duties as professional teachers?
2. What challenges are experienced by teacher entrepreneurs, and how do they face and accept challenges and feedback from stakeholders?

3. What insights could conversational partners share with their peers and the academe, in general, about teaching and doing entrepreneurial activities?

## Literature Review

### Teachers as Entrepreneurs

Becoming an entrepreneur can be challenging and daunting. Still, it can also come with good experiences in managing a small business and implementing theory in teaching students. The ability to work with something one is passionate about is the top motive for combining wage work with a side business (Thorgren, Nordström & Wincent, 2014). Moreover, according to Research and Markets 2022, the gross merchandise value (GMV) of "social commerce" shows that more people turn to social media platforms to find and buy products through social networking sites. This industry was outpacing traditional e-commerce channels and physical retail shops in the Philippines, according to Philippine Daily Inquirer (2022). Teacher entrepreneurship enables the teacher to facilitate the learner more clearly, about his attitudes, aptitudes, averages, strengths, and weaknesses (Pushpanandham & Acharya, 2021). Thus, innovations and other resources are needed as a tool for every teacher entrepreneur to grasp not just one market but those who need different commodities. This attitude helps entrepreneurs build a name of their own as they will establish their shops.

### Lived Experiences of Teacher Entrepreneur

Multiple job-holding allows an individual to support their needs financially and, in some cases, achieve their desires, which a permanent job cannot always afford (Martinez & Western et al., 2014). It has been said that the opportunity cost of becoming a teacher and remaining in the profession becomes increasingly crucial as relative teacher pay falls further behind other occupations (Allegretto & Mishel, 2016). Also, moonlighting has become a viable option for many, including professors, to supplement their household income. According to a Swiss study on combining teaching with another job has an indirect impact on teachers' professional well-being by lowering their perceived exposure to different threats and related stress, which supports the study's positive interpretation of multiple job-holding as a potential resource for teachers on both the instructional and personal levels (Sappa, 2015).

In addition, most teachers who moonlight also

associate secondary employment outside of the classroom with job satisfaction, relief from the emotional strains of teaching (such as burnout), the opportunity for professional autonomy, and pay raises. Moonlighting teachers express a more negative professional outlook and are more likely to indicate a desire to leave the profession (Fitchett, Heafner & Harden, 2016). Finally, in response to a question posted in a blog, "What do underpaid Filipino public school teachers do in their free time"? Philippine Basic Education (2012) provided several answers in the post, including some teachers sell RTWs (ready-to-wear items) and jewelry on an installment basis; others sell ice and ice candies in their homes; others provide tutoring for young students; and still, others sell barbecues and food late at night. Teachers will do anything to increase their meager income and pay as teachers. Others claim that they "raket" in addition to working to pay their loans and provide for the family's needs, such as food.

### Challenges of Teacher Entrepreneurs

Previous research, primarily cross-sectional, suggests that precarious employment is associated with worse health, e.g., worse general health, occupational injuries, and worse mental health. Three mechanisms may explain this. First, precarious employment is related to adverse psychosocial experiences, for instance, insecurity regarding work and income. Second, precarious employment is related to exposure to low-quality working conditions, e.g., high physical demands. Third, precarious employment may result in poor social and material living conditions (Julià et al., 2017). Despite potential health risks related to multiple job-holding, studies did not find health differences between multiple and single job holders in precarious employment in the Netherlands. More longitudinal research is necessary to provide recommendations for policymakers regarding multiple job holders in dangerous work (Bouwhuis et al., 2019). This contradicts the study of Boyd, Sliter, and Chatfield (2016) that working a second job contributed to the other work-family conflict experience because of the prediction of employee well-being over and above work-family conflict from the first job. Results indicated that emotional exhaustion, physical symptoms, and life satisfaction are interactive effects of work-family conflict from two jobs; the impact of work-family conflict from two jobs is additive. In both cases, the other work-family conflict experienced due to working a second job contributed to the prediction of employee well-being over and above work-family conflict from the first job.

## Coping Mechanisms of Teacher Entrepreneurs

The nature and variety of these demands imply that teachers, more than ever, must be professionals who make decisions based on a robust and updated knowledge base (Sonia, 2017). The study's results on how future primary education student teachers assess their entrepreneurship competencies revealed that, among other things, they thought they were good at planning, creativity, and self-motivation but could have done better at taking risks. The results were unaffected by the participants' gender or the number of times they had participated in the intensive learning programs. Less focus should be placed on skills like planning, which future teachers have adequately acquired. In contrast, entrepreneurial education should foster and strengthen initiative and a willingness to take risks (Arruti, 2020).

Moreover, a study by Koch (2014) demonstrated that when people actively engage in boundary work to separate role demands and manage role conflict or the expectation of role conflict, they report higher favorable effects of multiple job-holding. Being so, a person's readiness to engage in multiple job holdings is an important character trait. A study claimed that brief training interventions, such as positive psychological capital, can help participants perform better on the job in addition to helping them build their psychological capital (Luthans, 2010). As expounded by Chandramouli & Goldstein (2014), patience has long been seen as a human virtue and a necessary component of moral perfection. Patience is a virtue, and moral philosophers and religious leaders admire the virtue. Moral philosophers and religious leaders emphasize cultivating patience to achieve the "good life."

## Readiness and Commitment of Teacherpreneurs

A person innately well-versed in various fields, also known as a Jack-of-All-Trades (JAT), has a high chance of becoming an entrepreneur. The idea is that because entrepreneurs must manage various people and tasks, they must be sufficiently knowledgeable in various fields. Entrepreneurs should have human capital investment strategies balanced across different competencies, emphasizing a link between individual innate attitudes and the decision to acquire expertise in multiple areas (Åstebro & Thompson, 2011). Additionally, based on the study of experiences and realities in educational entrepreneurship, edupreneurs exemplify and are characterized as being hands-on, which means doing everything and understanding what is happening in the businesses. The participants

constantly learn and grow, as demonstrated by their additional studies, training, and learned experiences and life lessons (Silin, 2022). Also, Bond (2014) revealed that one of the secrets to success is the willpower to see something through to the end. It involves hard work and the resisting of distracting desires and impulses. Willpower is mainly about self-control, making it relevant to pursuing achievement in two critical ways. Moreover, learning new skills, which can assist advancements in primary employment or transitions into new professions or occupations, is one convincing benefit of MJH, according to a study by Campion (2020) on a systematic review of multiple job-holding. Others may use their second job as a stepping stone to a new profession, such as self-employment or hybrid entrepreneurship.

## Methodology

This chapter includes the research design, sampling design, conversational partners, role of the researcher, data sources, instrumentation, data gathering procedure, data analysis, the trustworthiness of the study, and ethical considerations.

### Conversational Partners

The researcher selected 15 conversational partners in the Municipality of Libungan based on the inclusion criteria of the study: (a) teacher, either male or female, 23 years old and above with at least two years of teaching experience; (b) conversational partners must have multiple job-holdings for at least two years in the entrepreneurial field and must be capable of providing in-depth and detailed information about the phenomenon under investigation. Those who did not meet the criteria were excluded as conversational partners.

### Instrumentation

In order to answer the objectives of the study, a semi-structured interview guide for the in-depth interview was prepared by the researcher. The interview guide consists of three parts. Part I is the orientation of the informant and was followed by the preliminary questions that started on the interview proper. Part II was composed of three main questions with eight sub-questions. The third is one wrap-up question that gave time for the participants to add or share something about the focus of the interview.

### Data Gathering Procedure



In conducting this study, the researcher first asked permission from the Dean of the Graduate School of the Notre Dame of Midsayap College to approve the study.

Most conversational partners were adequately communicated through a letter duly signed by the Schools' Division Superintendent, District Head, and respective school administrators. Then, the researcher personally communicated with the conversational partners for their approval before conducting the face-to-face interviews and comprehensively explained the content of the informed consent. The researcher went to the conversational partners and informed them about the study's objectives. After clearly explaining the consent form, the researcher sought their approval to record the interviews using an audio recorder.

The researcher used an interview guide that the validators have validated. The researcher asked the conversational partners' permission to record the interview and personally read the guide questions for them to answer. However, the study did not mention their names in the confidentiality clause.

Finally, the data transcribed were verified by the conversational partners. They were given a certificate of verification, and by affixing their signature, they confirmed that their answers were appropriately transcribed.

### **Ethical Considerations**

Every research has ethical standards to follow; thus, because of the new and unpredictable nature that has repercussions in doing qualitative research (Houghton, Casey, Shaw & Murphy, 2010), adherence to anonymity was indicated in the informed consent form, vulnerability of the CPs, privacy, and confidentiality of information and transparency.

**Respect for Persons.** Conversational partners are autonomous beings treated with courtesy and respect by protecting their autonomy. The conversational partners were free to make choices and decisions about whether they will participate or not in the study. Therefore, informed consent is essential in this study. The researcher made sure of the voluntariness of the conversational partners so that they would be able to do so if there are willing to participate.

**Beneficence.** The researcher served as the confidante of the conversational partners. Therefore, the researcher must only harm the identity of the conversational partners by disclosing their responses with their permission. The researcher considered

conducting this study risky due to exploring the lived experiences of the conversational partners. The researcher needs permission from the office of the Department of Education, the Dean of the Graduate School, the principals of the schools involved, and the conversational partners. The decision of the conversational partners to participate was respected, and the researcher made efforts to keep the conversational partners' identities confidential.

**Justice.** The principle promotes fairness and equal distribution of risk and benefits of the research. The researcher did not manipulate the study's conversational partners and ensured that the conversational partners met the study's criteria.

**Confidentiality.** The identity and the conversational partners' responses were confidential by the researcher as stated by the law and were used only for this study. Any general information drawn in this study remained confidential to protect the rights and welfare. In addition, the researcher only revealed information with the conversational partner's consent regarding the research findings' publications.

**Anonymity Clause.** The study's sensitivity required that the interviews be conducted with confidentiality and privacy. After the conversational partners were chosen, the date and time for the interview were established, and the researcher assured the CPs anonymity by using pseudonyms. Moreover, the research participants were asked not to provide information that would reveal their identities in any way. Adherence is indicated in the Informed Consent Form.

### **Result**

This section presents the result of the qualitative analysis. The emergent themes, core ideas, and categorization are presented based on the responses of the conversational partners. In categorizing the information, the themes were presented by research questions and referred to as central themes. Opposite to the major themes is the core ideas from the responses of the CPs. Another column was included in the table showing the frequency of the responses, which became the basis for the classification mentioned above. According to Miles and Huberman, the third step involved drawing a conclusion and verification (as cited by Nacario, 2019). The preliminary ideas and patterns about the findings are developed. The themes emerged from the conversational partners' subjective experiences. The

lived experience of teacher entrepreneurs in teaching full time and selling during extra time, as expressed in the subject's verbalization, was noted and identified. The themes from the stories are *Multi-formed Products and Marketing Strategy*, *Professional and Entrepreneurial Advancement*, *Detrimental Situations*, *Management of Challenges*, and *Risk Readiness and Commitment*.

After the in-depth interviews, the audio records were transcribed, translated, and analyzed. The presentation of information in table form patterned and conformed after the study of Amparo (as cited by Nacario, 2019) and used three classifications: general, typical, and variant.

The first classification is *General* which at least 50 percent of the respondents mentioned the item in their responses during the interview; *Typical* means 26 to 49 percent of the respondents mentioned the item, and the variant was less than 25 percent mentioned the item.

In the theme, *Multi-formed Products and Marketing Strategy* the conversational partners described the types of products sold and the manner of selling. The central theme: multi-formed products and marketing strategies were formulated based on the participants' core ideas as *Mode of Merchandising the Varied Commodities* which means there are various commodities that teacher entrepreneurs sell during their free time. They have to make necessary adjustments to the mode of merchandising their products. The conversational partners' answers were classified as *general* since they all sell varied commodities.

In the theme, *Professional and Entrepreneurial Advancement*, being a teacher entrepreneur helped CPs to manage their finances, develop their entrepreneurial skills, improve professionally, and aid in surviving physical and financial dilemmas. As teacherpreneurs, the CPs always emphasize their job as teachers since selling is just an extra personal undertaking. These emerged from the responses of the CPs on their experiences in teaching full-time and selling during extra time. It was reflected in the core ideas they shared as *improved financial management*, *developed entrepreneurial skills*, *professionalism*, and *detrimental situations*.

**Improved Financial Management.** Every individual is struggling with finances which are needed to be managed and improved. Based on the survey conducted, the conversational partners' answers were

classified as *general* since 12 out of 15 answered that it helped them improve their financial management.

**Developed Entrepreneurial Skills.** Anyone can sell and negotiate products; however, not all have a chance to develop their entrepreneurial skills. Teachers on multiple job - holdings who choose to be entrepreneurs have a chance to develop these skills throughout their years of experience. As perceived by the respondents, the conversational partners' answers were classified as *a variant* since 4 out of 15 answered that it helped them develop their entrepreneurial skills.

**Professionalism.** In every walk of life, every individual chooses their career path to develop in their chosen careers. The conversational partners' answers were classified as *general* since 8 out of 15 answered that teaching is their priority and that being a teacher entrepreneur does not conflict with their primary job.

In the theme, *Detrimental Situations*, in every endeavor that individuals strive to overcome, challenges give them lessons. Somehow, it is advantageous, and others are detrimental. This is reflected in their core ideas: personal degradation, tiresome and stress, and conflict.

**Personal Degradation.** A person may feel personally degraded for failing to reach the desired goals when they can no longer control the activities they want to perform. According to how the conversational partners felt personally degraded in the detrimental situation. The conversational partners' answers were classified as *Typical* since 4 out of 15 answered that teaching is their priority and that being a teacher entrepreneur does not conflict with their primary job.

**Tiresome and Stressful.** Some teacherpreneurs were able to make changes to their situation when desired. For some, this was not possible, resulting in their negative experience as tiresome and stressful. The following are presented based on the detrimental experiences of the conversational partners. The conversational partners' answers were classified as *Typical* since 5 out of 15 answered that teaching is their priority and that being a teacher entrepreneur does not conflict with their primary job.

**Conflict Situation.** When striving to accomplish a desired goal, conflicts can negatively impact an employee's performance at work. The conversational partners' answers were classified as *a variant* since 3 out of 15 experienced detrimental situations not just in their profession but also with their health and family

situations.

In the theme, Management of Challenges, facing and accepting the challenges and feedback of having a second job as a teacher entrepreneur needs to be managed. The idea was from the responses of the CPs. The theme *management of challenges* was formulated based on the core ideas expressed by the participants: patience, unaffected motivation toward professional development, and multitasking.

*Patience.* Managing one's self and perceiving things depends on our attitude; this needs much patience to guide us in managing ourselves. The conversational partners' answers were classified as *a variant* since 4 out of 15 answered about how they mitigate to deal with challenges and negative feedback.

**Motivation Toward Professional Development.** Motivation comes from within and outside of your comfort zone, and each person should have an unfaltering conviction to strive for his goal. The conversational partners' answers were classified as *general* since 8 out of 15 answered that they were unaffected by the challenges and feedback from their customers.

**Multi-tasking.** Time management is needed to perform each responsibility and duty; however, when time needs attention, and a goal needs to be achieved in a certain period, you must be a multi-tasker, performing different tasks simultaneously. The conversational partners' answers were classified as *Typical* since 3 out of 15 answered multi-tasking.

In the theme, Risk Readiness and Commitment, every individual has a set of life experiences and goals. As a teacher, being in the profession makes one feel less responsible for the issues already circulating in the community. One should prepare for everything that one does. They should have a pocket full of ideas, strategies, and skills in facing a battle from their chosen field, such as holding multiple job holdings. This was reflected in the core ideas of *risk takers*, *willpower*, and *work prioritization*.

**Risk Taker.** Setting priorities should include taking risks because it is a decision that everyone makes. Risk can take many forms, such as taking the first step toward having additional income sources by having multiple-job holdings. The conversational partners' answers were classified as *Typical* since 7 out of 15 answered being risk-takers.

**Will Power.** A firm determination to take action and

succeed in life is called willpower. The teacherpreneurs had the conviction that no matter what obstacles they faced, they could overcome them and would undoubtedly triumph. The conversational partners' replies to taking risks are listed below. These are the conversational partners' responses. The conversational partners' answers were classified as *General* since 8 out of 15 answered being risk-takers.

**Work Prioritization.** Making decisions about what is urgent versus essential at work is called prioritization. It serves as a guide for some teacherpreneurs. To manage and keep both jobs as a career, one must prioritize the first job. The core idea was classified as *a Typical* response since 6 out of 15 conversational partners answered being risk-takers.

## Discussion

This section provides a thorough discussion of the themes based on the responses given by the participants of the study. This phenomenological study was designed to explore the lived experiences of teacher entrepreneurs teaching full-time and selling during extra time.

### Multi-formed Products and Marketing Strategy

Teachers have varied experiences as they engage themselves in entrepreneurship. One of these experiences is through selling multi-formed products with varied marketing strategies. A marketing strategy of selling products that do not focus on only one commodity, but instead, the seller offers a variety of choices for the consumers to buy. The concept is like a *sari-sari* (mixed) store with which products that clients need are accessible and can easily be purchased. Performing and having multiple products is a good marketing strategy because it reaches and extends outside of one market.

The theme of multi-formed products and marketing strategy has a core idea of the *Mode of Merchandising the Varied Commodities*. As a teacher entrepreneur, developing a marketing strategy is necessary to balance teaching full-time and selling during extra time. Results revealed that the participants sell varied commodities to the neighborhood through the social media site – Facebook. Madz6 exemplified selling various products online (Facebook) and bringing some to school or the neighborhood when she said she was selling dresses, beauty products, fruits, and garden materials. She also has a small *sari-sari* store, bakery,

and computer shop. In selling her beauty products (Mary Kay), she brings them with her during presentations in the neighborhood or meet-ups. The dresses, fruits, and garden materials are posted on Facebook. This means marketing the various goods must be simple to handle and not add to probable variables that jeopardize their first employment. This result backs up the several answers in a blog post on Philippine Basic Education (2012) on the question, "What do underpaid Filipino public school teachers do in their free time?" it sums up that teachers will do anything to increase their meager income and pay as teachers and claimed that they "raket" in addition in working to pay their loans and provide for their family's basic needs. The result supports the previous study of Thorgren, Nordstrom & Wincents (2014); becoming an entrepreneur can be challenging and daunting. However, it gives good experiences in managing own small business, putting theory into practice in teaching students the ability to work on something one is passionate about is the top motive for combining wage work with a side business. Hence, teachers do multi-formed product and marketing strategies since they are eager and passionate about managerial skills and working to earn, learn, and teach learners.

### Professional and Entrepreneurial Advancement

The theme concerns numerous positions to respond to teacher entrepreneurs' physical and financial dilemmas. Teachers actively seek out and take advantage of potential and financially advantageous job prospects outside the education market to grow their professional careers and increase their income. Moreover, it was identified by the conversational partners that professional and entrepreneurial advancement in different aspects, such as *improved financial management, developed entrepreneurial skills, and professionalism* in expressing their lived experiences as teachers engage in entrepreneurial activities and in performing their duties as professional teachers.

Due to financial difficulties and extra income from the chosen merchandising mode, teacherpreneurs experienced *improved financial management*. Teachers were sometimes tagged as being buried in debt because of needing more salary to cover their basic needs. Madz8 mentioned that having an extra income was advantageous because her salary would remain intact. As their paycheck was unaffected, it was convenient that the sales from their extra income could already be used to cover their needs. This implies that engaging in selling during their extra time while

working on a permanent job increases their chances of higher earnings hence; improving their financial stability. It is anchored to the study of Martinez (2014) that multiple job-holding allows an individual to support their needs financially and, in some cases, achieve their desires, which a permanent job cannot always afford.

*Developed entrepreneurial skills* are one of the advantages of being a teacher entrepreneur. A wide variety of different skill sets are categorized as entrepreneurial skills. With the practical costing of the products being sold comes the development of business management skills, and the methods of marketing the products bring about the development of communication skills. These entrepreneurial skills developed by the teacher entrepreneurs will impact the students. The statement shared by one of the CPs supports this saying she was able to practice her skills in cooking since she is a TLE major. It made her happy that before the pandemic, she could teach her students the necessary cooking and marketing skills, for many of them could sell simple foods through the lessons they had. Findings imply that the effectiveness of early entrepreneurship is complex with the guidance of educators to responsibly develop the discovery, reasoning, and implementation skills of students so they may excel in a highly uncertain environment. The results are similar to the study of Neck and Greene (2011) that skills enhance the likelihood of students to identify and capture the right opportunity at the right time for the right reason as they learn and develop their potential with proper application, not just on theory. Moreover, according to Pushpanandham and Acharya (2021), that teacher entrepreneurship enables the teacher to facilitate the learner more clearly, about his attitudes, aptitudes, averages, strengths, and weaknesses.

A professional teacher portrays *professionalism* as the quality of one's practice guided by the code of conduct, portrayed through continually seeking knowledge and skills necessary for the development of the teacher and learners. Results showed that teacherpreneurs, regardless of their selling activity outside duty hours, opted to prioritize their teaching career as they sought professional development through the money earned from selling during their extra time. As shared by Madz13, her expenses on her master's degree endeavor, especially in thesis writing and classroom structuring, were paid by the extra income she earned because DepEd does not give or offer scholarships or allowance for teachers. Results imply that teacherpreneurs see opportunities for professional development in multiple job-holding and

gaining profit at the same time. It can be a supporting factor that can boost every teacher's self-esteem, especially those facing a financial crisis. This finding supports the statement of Sappa (2015), which reinforced the positive interpretation of multiple job-holding as a potential resource for teachers on both the instructional and personal levels giving them extra income that could sustain their needs in uplifting their professional careers.

### Detrimental Situations

Teacher entrepreneurs experienced detrimental situations that challenged them. They faced career adversities as they performed their responsibilities and sideline jobs. When attention was divided, personal conflicts arose, leading to low-quality task accomplishments and sometimes delayed submission of expected outputs. Others would say that their time was divided between preparing their products to be sold and teaching-related jobs. Others also experienced fatigue and family-related conflict when staying awake late at night because of too much work. This theme introduces the adverse effects of having multiple job holdings on the teacher's performance. Moreover, it identified the conversational partners the detrimental situations in different aspects such as *personal degradation, tiresome and stressful and conflict situations*.

Teacherpreneurs admitted that taking on multiple jobs resulted in *personal degradation*. This was observable in the experiences of Madz14 when she said that it degraded her teaching career because of focusing too much on sales and profits and attending calls while having meetings or classes. This suggests that a healthy work-life balance is harder to maintain when holding multiple jobs, and a greater rate of mismanagement may occur. This finding supports the study's findings that among the surface-acting outcomes on employees with two jobs, there is decreased job commitment due to depletion from multiple job-holding (Walsh, 2016).

The participants revealed that having second jobs can be *tiring and stressful*. They were exhausted from juggling their teaching career and selling in their spare time. According to a conversational partner, there were nights when she experienced sleep deprivation while preparing food products, and this was the cause of her many tardinesses (Madz15). This means that teacherpreneurs also have adverse side effects from multiple jobs, which can harm their first employment and impair their health. Winters (2010) found that multiple job holders spend 1 hour less per week at

their primary teaching jobs than single job holders.

Moreover, findings oppose the study of Julià (2017) that precarious employment is associated with worse health. When examined, the extent of holding two jobs suggests that dual job-holders do not hurt their organizations through lower work engagement and job performance. However, dual job holders may be hurting themselves due to high levels of work-family conflict.

There will always be a conflict in any encounter, just as in the experiences of teacherpreneurs who combine entrepreneurial activities with their teaching careers. According to a conversational partner, having a second job would sometimes conflict with her school duty, particularly when the time of deliveries or meeting ups conflicts with school duty (madz10). This implies that expected conflicts between multiple job holders' work schedules due to teachers' inflexible work hours. However, their experiences in holding multiple jobs also affirm their capabilities as hands-on, hardworking, and flexible despite the inflexibility of their teaching schedules. According to Bouwhuis (2018), in a study of experiences with multiple job-holding among older Dutch workers, conflicts between work schedules negatively influenced the experiences with multiple job holders. This is contrary to the article by Shulman (2017) on why teachers make some of the best entrepreneurs; teachers can fit in multiple tasks and priorities, know entirely and accept their job as a teacher, and take responsibility for their success.

### Management of Challenges

Overcoming challenges in teaching full-time and selling during the extra time for the CPs is a matter of managing it properly. Even though people were trying their patience, they still managed to accept it with positivity and unaffectedness as a motivation for professional growth because they understood their priorities: multitasking and being an entrepreneur are just areas of interest to earn extra money to pay for other expenses and desires. The essential theme of *management of challenges* emerged. This also indicates the CPs' acceptance of and attempt to cope with the challenges. It discusses the CPs' accounts of how they deal with challenges and their motivations. The central theme is *the management of challenges, patience, motivation towards professional development, and multi-tasking* as core ideas.

Patience has long been considered a human virtue and a necessary component of moral perfection. This virtue was created as a management strategy for the

difficulties encountered by teacherpreneurs as they took on multiple jobs and emphasized the importance of cultivating patience to achieve their goals. The CPs lived by this virtue. Being patient was exemplified by Madz1, stating that there are different customer attitudes, so even though she was angry, it is essential to extend patience and stay humble in facing them. Customers would say they will buy from her because she is sociable in dealing with customers. Having patience, a virtue for some teacher entrepreneurs, might help them become better teachers, a quality they struggle with in their work as teachers. This supports the study of Sergiu (2012) on concepts of entrepreneurship and entrepreneurs, which is an entirely different field involving unique personality traits on the part of the entrepreneur, such as good communication skills, patience, foresightedness, and many more traits, which lead his personality to a brighter side. Moreover, an entrepreneur is described as someone who accepts the risk of operating a business to make a profit in a study of the obstacles entrepreneurs face.

Every person has three primary driving motivators: the need for achievement, affiliation, or power. The need for achievement, like *professional development*, is one of the teachers' goals. As a teacherpreneur, hearing negative comments and having negative experiences in their search for achievement left them unaffected. Others mentioned that having an apparent reason for having extra income makes it easier for them to cope with negative experiences. Being unaffected by unfavorable judgment evolved into one of the CPs' motivators. Madz8 received many negative comments but does not mind them and instead focuses more on the positive ones. This implies that the growth of positive psychological capital and its effects on performance positively affected the motivation of teacherpreneurs towards professional development. The findings offer preliminary empirical support for the claim that brief training interventions, such as positive psychological capital, can help participants perform better on the job in addition to helping them build their psychological capital (Luthans, 2010). Thus, it uses a proper mind setting in facing adversities despite the criticism given by the community.

By *multitasking*, which offers a high degree of work-hour flexibility, teachers can choose when, how much, and how they want to spend their spare time teaching and selling. Teacher entrepreneurs manage their time to cope with the busy schedules of having a second job. Madz2 stated there would be times that it would conflict with the primary job, especially in scheduled meet-ups or deliveries and short reports in school, but

she can still manage them both. This implies that teacher entrepreneurs are flexible enough to handle teaching and selling through multi-tasking. This provides evidence in favor of the study of edupreneurs characterized as creative, resourceful, innovative, problem-solvers, and visionaries or hands-on multitaskers. These traits of edupreneurs have altered school culture and educational system so that instructors are restricted to the four walls of the classroom and are not permitted to engage in entrepreneurial activities (Silin, 2022).

### Risk Readiness and Commitment

Everybody faces obstacles in life and situations that have the power to either make or break them as people. Teacher entrepreneurs also experience battles in their chosen profession and entrepreneurship and family conflict. Taking risks is done to balance and succeed in teaching and selling, as they believe there is no point in taking risks that do not pay off. The core ideas are the central theme: *risk readiness*, being a *risk-taker*, *having willpower*, and *work prioritization*.

Being involved in the complex world of having several jobs, coping with demanding circumstances, and juggling selling and school-related duties is a risk for teacher entrepreneurs. According to a statement, a person is regarded as a risk-taker if they have a strong sense of purpose and a desire to elevate their status in life. Being a risk-taker was exemplified by Madz13. She said that she wanted her family to be financially stable, to *live a life where she could never receive text messages requesting debt payments or not disturb people requesting money to buy milk for her baby, rice, and others!* She emphasized that those interested in entrepreneurship should ask themselves if they are willing to take and face risks. The above implies that when teachers need money or have dreams in life, they will always find ways to find an additional source of income. As they can take on risks with greater willingness, this also implies an improved way of life. The findings agree with Hipple's (2010) study, which found that working several jobs increases the risk of stress in various ways. First, Multiple job holders put considerably more time into their jobs than single job holders. Secondly, Multiple job-holder employees must fulfill the requirements of two different (and perhaps incompatible) job roles. Because of this, teacher entrepreneurs must examine the many risks associated with holding multiple jobs. Conflicting hazards exist in the areas of health, family, and employment.

As a teacher entrepreneur, *willpower* is vital in

overcoming challenges, especially for continuous development. The ability to do a challenging task depends on this vital determination. Willpower for teacher entrepreneurs includes the capacity to approach both the teaching profession and selling tasks effectively, with focused interest and sustained engagement to develop themselves professionally, financially, and personally. As stated by Madz13, it is in the person's will to start something new because when a person needs money and has dreams to improve their way of living, he will find ways to find an additional source of income. Thus, it implies that to teacherpreneurs, having willpower means having a more incredible drive to be in control of the physical and emotional aspects when dealing with circumstances in managing both teaching and the sideline, with which they have a greater probability of a successful career. The results corroborate Bond's (2014) study on the secret to success, which showed that perseverance demands other qualities, such as the willpower to see something through to the end. It involves hard work and the resisting of distracting desires and impulses. Willpower is mainly about self-control, which makes it relevant to pursuing achievement in two important ways.

Teacherpreneurs engage in multiple job-holding for extra income and *work prioritization*. An extra job means having extra income for savings that can aid post-graduate studies, both in master's and doctorate degrees, as a basis for promotion in the Department of Education. Moreover, becoming a teacherpreneur is trivial. Many factors might affect the first job, but despite that, one's readiness to take on the challenge is already an indicator that they are ready to become not just a teacher but an entrepreneur. Madz11 stated that the reason why she is continuing her education is that she wants to get promoted. She *also dreamed of surviving her two careers because, financially, as a teacher, she is not financially stable*. She is also thankful for her school head and co-teachers for the support extended to her, hoping that it will continue. Thus, being a teacherpreneur provides a safer aspiring career path to develop skills supporting career enrichment through autonomy and task variety. Being a teacherpreneur is a more secure aspiring career path for developing skills supporting career enrichment through autonomy and task variety. The findings support Caza's (2018) research that multiple job holders want more control over their careers. One compelling advantage of MJH is acquiring new skills, which can support promotions in primary jobs or transitions into new jobs or occupations.

## Conclusion

Teachers who earn income from sources other than their base teaching salary have experienced challenges in improving their financial status and striving for professional growth; hence teachers who dedicate more hours to teaching-related jobs are now divided between preparing products to be sold and planning practical lessons. Based on the results and generated themes from the study, the following are the implications:

The lived experiences of teachers who ran their businesses and fulfilled their teaching duties encountered positive and negative conditions in their personal and professional lives. The teacherpreneurs need help juggling their entrepreneurial activities and teaching responsibilities. This result may impact how well the teacher performs in the classroom and his role as a school employee. However, teacherpreneurs might gain from improving their financial management abilities, which will significantly contribute to the growth of their entrepreneurial skills and their ability to succeed in their careers.

Teacherpreneurs dealt with the obstacles of multiple job holdings. Teachers faced and accepted challenges from stakeholders about having a second job. Teacherpreneurs experienced personal degradation, tiresome and stressful situations, and conflict situations; however, at the same time, it allowed the teachers to extend their patience, look for motivations for professional development, and develop multi-tasking skills. Facing challenges and getting feedback from stakeholders is manageable, and accepting it will result in a better and more improved teacher-entrepreneur. The acquired skills in dealing with challenges provide an opportunity to advance in the profession while running a side business.

Teachers view teacherpreneurship as a risk and need readiness and commitment in both careers. It is possible to sustain both a teaching career and a side business through commitment and preparedness. One must be a risk taker with solid willpower and work prioritization skills to maintain the teaching-learning process.

It is recommended that teacher entrepreneurs always pay attention to their teaching careers and profession. The findings of this study may also inspire more teacher entrepreneurs to enter the teaching profession, educate with confidence, and perform to the best of their abilities. The results from the current study can be integrated into professional and entrepreneurial

advancement to survive physical and financial dilemmas. This information can help school administrators provide programs and policies to improve financial management, develop entrepreneurial skills and professionalism, and help handle detrimental situations. The findings from the responses can be a supporting factor that could boost the self-esteem of every teacher, especially those facing a financial crisis, personal adversities, and workplace challenges.

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