Career management strategies of part-time lecturers in Humanities

by

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Acknowledgements

Abstract

Career management strategies of part-time lecturers in Humanities

There is a global trend towards using part-time lecturers to reduce unit labour costs and raise institutional efficiency. At the same time there is pressure on academics to develop their skills in an academic career path. The use of part-time lecturers is a recognised phenomenon at the University of Pretoria.

This study set out to determine how part-time academics in Humanities manage and sustain their careers. The conceptual framework for this study juxtaposes key aspects of the part-time academic career with features of the traditional career model on the one hand, and those of the boundaryless and protean career on the other.

This study was undertaken as a quantitative survey designed for self-completion. The aim was to describe trends in the data provided about the sample. It was found that the boundaryless and protean career models have relevance in describing the careers of part-time academics in Humanities. These lecturers measure career success by accumulated knowledge, a developed skills portfolio as well as psychologically meaningful work leading to an inner feeling of achievement. They respond to the tenuous nature of their employment situation by working across organisational boundaries and developing networks of career contacts, so as to sustain a career. Aspects that are not conducive to a part-time academic career such as early career stage, experience of positional insecurity and lack of inclusion into the collegium were identified. Those aspects that support a part-time academic career are flexibility and work-family balance.

Recommendations for improvements at individual and institutional level were drawn from current literature and relevant research findings. These include the need for institutional planning, inclusion of part-time lecturers into the collegium, investment in the part-time human resource and consideration of improved contractual arrangements. Part-time lecturers need to invest in their transferable skills and maintain a career

network as part of a planned strategy for obtaining their career objectives. They may need to function in boundaryless fashion in multiple positions. The significant priority accorded by respondents to the accumulation of knowledge and the development of skills may hold a key to a mutually beneficial work relationship between the institution and these part-time lecturers.

Key terms: part-time academics, career management, boundaryless career, protean career

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Chapter 1: Introduction and background

1.1 Statement of purpose

The use of part-time lecturers is a recognised phenomenon in the academic environment (Allen-Collinson and Hockey, 1998).[1] This trend can be seen against the backdrop of the changing academic environment, in particular the massification of higher education where student numbers have grown faster than staff size. Coupled with this are fiscal constraints in a higher education system which is no longer elitist (Altbach, 2000, Farnham, 1999a and Welch, 1998). New entrants to the academic profession are finding it more difficult to obtain full-time initial appointments. This, Altbach (2000) suggests, is the change which is likely to have the greatest impact on the profession. According to Baruch and Hall (2004: 260) these changes may however be a source of opportunity for academics:

> It may be that the future role for the academic is neither in the university nor in the corporate world, but as a self-employed knowledge worker, serving in boundaryless fashion in the research and development, production and marketing functions.

Little evidence was obtained from the literature as to how such part-time academics manage their careers, if it is at all possible to see what they do in the overall, traditional concept of a career. This study will therefore investigate whether the boundaryless or protean career orientation is a viable alternative to the traditional view of a career when we consider part-time lecturers. Sullivan (1999) points out that many individuals are

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[1] The literature refers to various terms such as 'contingent academics' (the common characteristic of these employees is that, regardless of teaching load, the institution makes little or no commitment to them or their academic work) and 'adjunct academics' (compensated on an hourly or per course basis) (American Association of University Professors, 2003); 'part-time academics' (who generally work less than 30-35 hours per week) and 'portfolio worker' and 'temporary academic'. These terms may be used interchangeably throughout this discussion and all suggest the transient nature of the employment relationship. The first two are more common in the literature while the institution in question uses the term 'temporary part-time lecturer' or temporary 'other'. If the original author has made reference to another term I have endeavored to retain that term in my discussion for the purpose of accuracy.

travelling discontinuous career paths, moving beyond or independent of the boundaries of a single firm. The term boundaryless career is typically different to traditional, organisation-based careers where, for example, success is measured in hierarchical progression as well as status and pay increases.

When considering the protean career we see that Hall and Moss (1998) explain it as a process managed by the individual and not the organisation, and that it consists of all of the person's lifelong experiences in education, training and work as well as changes in their occupational field. The person's personal career choices and desire for self-fulfillment are the unifying factors, with the criterion for success being internal. Briscoe, Hall & Frautschy DeMuth (2006) remind us that the decline of the traditional organisational career requires a new way of viewing careers and that the boundaryless and protean constructs are distinct yet related. Hall and Moss (1998) suggest that this new career contract for a new (business) environment requires a process of continuous learning, self-knowledge and adaptability.

In line with international trends, part time academics have become a growing phenomenon at the University of Pretoria. The purpose of this study is therefore to investigate how part-time lecturers at the University of Pretoria manage and sustain their careers. Part-time academics at the Faculty of Humanities are the focus of this case study.

While this study focuses on part-time lecturers it does not attempt to account for the career management strategies of full-time lecturers. Neither does it wish to suggest that there are no areas of overlapping interest as regards career management between part-time and full-time lecturers. Rather, it wishes to suggest that inherent structural differences in the employment relationships necessitate that the career needs of part-time lecturers be considered separately.

1.2 Research question
How do part-time lecturers manage and sustain their careers?

Research sub-questions

- How do part-time lecturers measure career success?

- What aspects of part-time employment are conducive to, or hinder, a part-time academic career?

- What strategies, *if at all*, do these part-time lecturers have in place to manage and sustain a career?

- What career model can best describe the part-time lecturer's career at the University of Pretoria?

- What feasible strategies could be put in place by the institution to facilitate the optimal development, utilisation and retention of the human capital (*knowledge; skills; competencies*) of part-time academics in Humanities?

1.3 Rationale for this study

My personal experiences, as well as the literature on part-time academics, have provided the rationale for this study.

I have approximately thirteen years' experience working, at different times, as a part-time lecturer for five South-African tertiary institutions. This includes one institution at Further Education and Training level and another which operates in partnership with a United Kingdom based distance-education institution.[2] This has included periods of working for up to three institutions at one particular time to supplement my income. My employment relationship with these institutions has varied from that of 'independent contractor' to part-time staff member. I have had both positive and negative experiences of these employment relationships.

I have managed to build a wide portfolio of skills and experience as well as a healthy network of career contacts. My experience of the overseas institution in question has been one where great store is laid on the recruitment process, performance monitoring and

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[2] I will not document the names of the institutions involved in order to protect their anonymity. It is recognised that some explanation for the differences in work experiences may be attributable to the organisational culture of the institutions in question, and not merely to the nature of part-time work.

access to the support of a peer mentor. This has potential benefits in terms of quality of delivery. Despite this isolated experience, my other employers paid little to no attention to staff development and, more importantly, to performance appraisal. Recruitment processes were poorly executed and scope to develop one's career would be limited to extending the range of your teaching repertoire. This was presumably due to the perception that one's presence was transient (despite having worked at two of these institutions for relatively long stretches of time).

My less pleasant recollections of initial part-time academic work highlight a clear sense of disjunction from my full-time academic colleagues. Part-time staff did not have access to the library facilities at this institution. My recollections include problems surrounding payments for services rendered in an independent contractor capacity. At the same institution I was informed - in passing - that the particular programme I had been involved in for 11 years would be closing. Hence, my services would no longer be needed. Despite this I had a very satisfying teaching experience.

A drawback of part-time work has been that I have experienced stress in complying with the overlapping demands of multiple positions. This has been particularly evident in the time spent on further studies, while complying with the concurrent demands of a heavy teaching and assessment load.

One of my motivations for this study has thus been to gain a deeper understanding of the complexities of a part-time academic career. My experience has enabled me to compare and contrast practices at different institutions, leaving me curious about the topic. A final motivation for my choice of research problem was to attempt to steer clear of the bulk of the negative issues raised in the literature on part-time academic work. The focus on career management strategies enabled me to not only address a gap in the literature, but to also approach my research from a more positive stance.

Literature suggests that the use of part-time academic employment presents distinct challenges to both the individual and tertiary education management. Current

employment legislation, the advent of new managerialism, the growth in demand for tertiary education and the need for flexibility in provisioning in this sector (Welch, 1998) suggest that part-time academic employment is a practice which is unlikely to change in the near future. Institutions therefore need to build the needs of these temporary employees into their strategic thinking (Barnes & O'Hara, 1999). This sentiment is echoed by Feldman and Turnley (2004) who suggest that while little can be done to eliminate the fixed constraints of contingent employment there are still ways to ameliorate the disadvantages associated with it. Ni Laoire and Shelton (2003) indicate that the number of fixed–term contract staff is growing, yet there are no appropriate systems in place to support these staff. Any such strategies would need to consider the career and life stages of the employees concerned.

There is therefore scope to explore alternative methods of optimising on the relationship between part-time lecturers and their employing institutions. A deeper understanding of the career management strategies of part-time lecturers would facilitate this.

1.4 Significance of the research

While there are international studies on part-time academics, evidence of studies regarding career management of part-time academics being conducted in a South African context has hitherto not been encountered. This makes such a study particularly meaningful.

This discussion will further add to the literature on part-time academic employment by providing insight into how part-time academics perceive, and implement, practices regarding their careers and professional development. Together with this it will provide insights into part-time lecturers' perceptions regarding career success. It also highlights aspects which attract them to their part-time position. This should be of value to institutional management structures.

The following section provides background information relevant to the Faculty of Humanities and situates part-time academic staff numbers there in the context of the university as a whole.

1.5 Case study: Background

This is a case study of part-time academics in the Faculty of Humanities at the University of Pretoria. The Faculty of Humanities consists of 18 different departments ranging from African Languages to Visual Arts as well as seven centres, two teaching units and three institutes. This faculty describes itself as being one of the most comprehensive Humanities Faculties in the country, adding that: "The faculty is committed to sustaining critical intellectual enquiry and makes a significant contribution to the development of South Africa's human resource capacity by delivering knowledgeable graduates … in languages, basic and applied social sciences and the arts" (Faculty of Humanities, 2010a).

 Two aspects of the mission of the Faculty of Humanities[3] (2010b) have relevance to this study:

- the conducting of *high-quality research*, making the Faculty internationally competitive and locally relevant; (own emphasis)
- the production of *excellent teaching* and research results in the Humanities by employing the best possible academics and support staff and developing and *using them to their fullest potential.*[4] (own emphasis)

This suggests that high-quality research is valued in the faculty and the need to be competitive is recognised. Clearly excellent teaching is a priority together with the development and full utilisation of staff potential. The question which comes to mind here is the role which part-time lecturers play in the achievement of these objectives.

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[3] At the time of writing, this mission statement appears to have been updated to: "In addition to this commitment to teaching excellence, the Faculty strives to conduct quality research through the employment of competitively qualified academics" (Faculty of Humanities, 2010b).

[4] These points align closely to ideas raised in the Strategic Plan (2007-2011) of the University of Pretoria (n.d.)

Part-time (PT) staff forms a significant (and growing) component of the full staff cohort at the University of Pretoria. This is evident in the tables which follow. Here consideration is given to the number of part-time staff per faculty. A breakdown of staff per category for the University of Pretoria is also provided. These tables serve to place the discussion in subsequent chapters in context and help to provide a justification for the relevance of this study.

Number of part-time staff per faculty

Table 1.1 indicates the number of temporary part-time staff [5] found in each faculty of the university, and expresses this as a percentage of the total academic staff in that faculty. From this table it is found that there has been an overall growth of 14.7% in the total staff complement in the five-year period between 2004 and 2009. In this period there has been a 4.3% growth in the full-time staff component and a 5.2% growth in overall student numbers (Bureau for Institutional Research and Planning, 2010). Data has been sorted to indicate relative growth or decline in the use of part-time staff as a percentage of the faculty. There does not appear to be an obvious trend across faculties. Veterinary Science as one of the smaller faculties in terms of staff has shown the largest growth percentage use of part-time academic staff when calculated as a percentage of the overall faculty total. There has, furthermore, been significant growth in the percentage use of part-time academics in both Natural and Agricultural Sciences and Humanities which rank among the larger faculties in terms of academic staff. By comparison there has been a decline in the percentage use of part-time staff in two other faculties with a large staff component – namely Engineering and Health Science.

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[5] The University categorises their staff in the following groups: permanent full-time and permanent part-time. Then there is a small group of temporary full-time staff. For the purposes of this discussion the final two categories: temporary part-time lecturers (who work more than 15 hours and less than 40 hours per week) have been grouped together with the category temporary other (who work less than 15 hours per week). Contracts here are typically for a period of 10 months. Temporary full-time staff have been excluded from the latter grouping due to the extended nature of their contracts of up to 2 years.

Table 1.1: PT staff growth per faculty: 2004 to 2009

FACULTY	Total UP academic staff 2004	Temp part-time 2004	% of faculty total	Total UP academic staff 2009	Temp part-time 2009	% of faculty total	% PT growth/ decline
VET. SCIENCE	132	28	21%	173	56	32%	11%
NAT- AND AGRIC.SCIENCE	524	259	49%	626	366	58%	9%
EDUCATION	167	68	41%	169	83	49%	8%
HUMANITIES	435	238	55%	523	325	62%	7%
ECON- & MANAG.SCIENCE	291	129	44%	347	168	48%	4%
LAW	168	92	54%	181	103	57%	3%
ENGINEERING	680	456	67%	592	390	66%	-1%
HEALTH SCIENCE	610	116	19%	814	147	18%	-1%
THEOLOGY	43	30	70%	48	29	60%	-10%
OTHER	4	2	25%	40	39	98%	73%
Totals	3064	1417	46%	3513	1706	49%	3%

(Source: BIRAP, 2009)

Figure 1.1 provides a visual representation of the utilisation of temporary part-time staff in 2004 and 2009 as indicated in Table 1.1 above. The extent of use of part-time staff in the Humanities, Natural and Agricultural Sciences and Engineering, when compared to other faculties, is clearly evident here. It is anticipated that this could be linked to the sizes of these faculties. The growth in use of part-time staff in Humanities as well as Natural and Agricultural Sciences is furthermore evident, while there is a clear drop in the number of part-time staff in Engineering over this period.

Growth in part-time staff per faculty
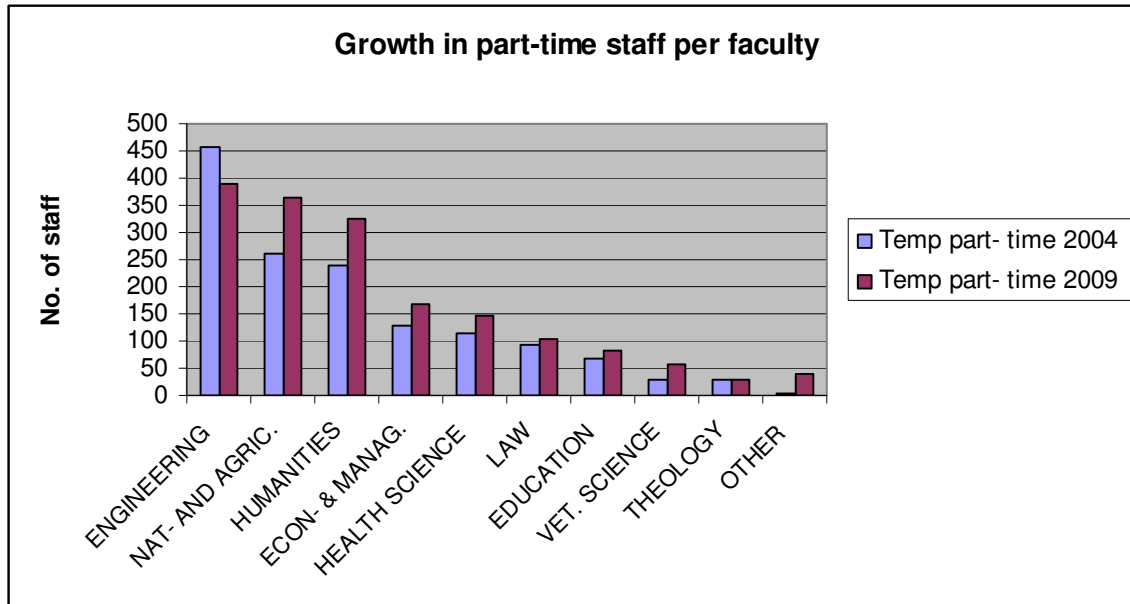
Fig 1.1 Growth in PT staff per faculty between 2004 and 2009 (BIRAP, 2009)

UP staff per category

In Table 1.2 which follows, it is evident that part-time lecturers constituted 49% of the total academic staff complement at the university in 2009. Part-time lecturers in Humanities constituted 19% of the UP part-time staff complement in 2009. There has been a 3% growth in the use of temporary part-time staff in the University in this period with a comparable 2% growth in this staff category in Humanities. This suggests a related decline in the use of full-time staff contracts.

Table 1.2: Analysis of staff categories: PT Staff Humanities compared to UP staff complement per category

Staff category[6]	Total UP 2004	% of total UP staff	Humanities 2004	% of total staff category	Total UP 2009	% of total UP staff	Humanities 2009	% of total staff category
Permanent FT and PT	1340	44%	182	14%	1398	40%	177	13%
Temporary PT and temp other	1417	46%	238	17%	1706	49%	325	19%
Temp fulltime	307	10%	25	8%	409	11%	21	5%
Total staff	3064	100%	435	14%	3513	100%	523	15%

(Source: BIRAP, 2009)

The choice of Humanities for this case study is justified considering that part-time lecturers in Humanities constituted a significant number of the UP part-time staff complement in 2009. Part-time staff in Humanities, considered as a percentage of the faculty total, also grew by a significant 7% in the period under review.

1.6 Chapter preview

In Chapter 2 an overview is given of the current literature on the changing academic environment and the related need for strategic responses from both the institution and individual academics. Together with this, consideration is given to the nature of part-time academic work, as well as possible effects the nature of this employment relationship may have on instructional quality.

The conceptual framework in Chapter 3 considers the concept of career. It then juxtaposes current knowledge about the part-time career with that of the traditional career model as well as the boundaryless and protean careers. The quantitative research design and methodology of this study is explained in Chapter 4.

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[6] Permanent full-time (typical 40 hour work week + benefits) and permanent part-time (with pension and medical benefits) have been grouped together here.

Data gathered from this survey is analysed in Chapter 5. Here an analysis is provided of the frequency data generated from responses to survey questions. It considers the biographical profile of respondents to the study against the backdrop of institutional statistics for part-time staff in terms of gender, career stage, qualifications and race. It then considers responses regarding professional development, measurement of career success, factors attracting part-time lecturers to their part-time position, their experience of work satisfaction and how they sustain employment. Statistically significant relationships between variables are discussed within the following broad headings:

- The relationship between qualification and career stage.
- The relationship between qualification and the number of positions held.
- The extent to which the part-time position is perceived to offer career advancement opportunity.
- Measures of career success.
- The sources of attraction to part-time work.
- The likelihood to leave part-time work.

In Chapter 6 I discuss the extent to which statistical findings and frequency analyses of this study can be linked back to the research questions of this study. Consideration is given to part-time lecturers' measurement of career success. The chapter then discusses which aspects of part-time academic employment are conducive to, or hinder, a part-time academic career. Strategies such as networking and working across organizational boundaries which part-time lecturers have in place to manage and sustain a career, are then considered. I then revisit the conceptual framework constructed in Chapter 3 to determine which career model best describes the part-time lecturer's career. This study finds that both the boundaryless and protean careers have descriptive value when considering the part-time academic career.

Chapter 7 concludes this study by addressing the final research question with a discussion of recommendations for best practices. These recommendations highlight the need for both an institutional and an individual response in terms of feasible strategies that could be put in place to facilitate the optimal development, utilisation and retention of the

knowledge, skills and competencies of part-time academics. Finally, it suggests areas warranting further research.

Chapter 2: Literature review

2.1 Introduction

The purpose of Chapter 2 is to explore the extant literature[7] relevant to the topic of the career management strategies of part-time lecturers, in line with the research question of this study.

In the discussion to follow consideration is firstly given to the changing academic environment. Here the massification of tertiary education, and the resultant need for flexibility in provisioning, has given rise to the casualisation of academic labour. This is further supported by the need for institutional efficiency. It is suggested that individual academics need to respond to the opportunities and challenges facing them as a result of these changes. Tertiary institutions also need to build the needs of part-time academics into their strategic thinking.

Negative effects of the part-time employment relationship such as positional insecurity, the lack of development opportunities, as well as the lack of a clear career path are well documented. Nevertheless there are also advantages to this employment relationship for those who work part-time by choice. It is suggested here that part-time lecturers may exchange high levels of productivity and intellectual capital for the opportunity to experience a challenging work environment, and acquire transferable skills and knowledge. Career stage, and whether or not the appointment type is voluntary, are identified as influential factors in the part-time work experience.

It is not possible to consider part-time academic employment in isolation from the employing institution. Hence attention is given to literature relating to the perceived advantages of part-time employment, such as cost-saving and a flexible response to

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[7] A number of the sources on part-time academic work which were consulted here have been written by scholars in the United Kingdom. Where an author has written about part-time academic work in a different country, this will be indicated in the text, at first point of use, to facilitate clarity. Other sources mentioned here have been written about part-time work in a general context.

changing market conditions. There are also disadvantages such as the institution being unable to get the best value out of the intellectual capital of such staff. Furthermore, there is the question of the possible effect of the part-time employment relationship on instructional quality. The latter is largely affected by the part-time lecturer's availability to engage with their students outside of the classroom.

2.2 The changing academic environment

The changing academic environment includes the massification of the education system which necessitates the casualisation of academic labour as an institutional response to the need for flexibility. This has led to the stratification of the academic workforce into a permanent and part-time component – with the latter being the focus of discussion here. These changes place new demands on both the individual and the institution within the realm of an increasingly competitive education environment. In this regard Coaldrake (2000:27) who writes from an Australian perspective suggests that "…the question is not whether the nature and structure of academic work will change, but what the timing and extent of the change might be". Ntshoe, Higgs, Higgs & Wolhuter (2008) mention the role of globalisation, corporatism, new managerialism and academic capitalism in their discussion of factors relevant to the changing academic profession in higher education in South Africa. They indicate that "Higher education institutions now expect maximum input from a leaner staff complement so as to cut costs and increase profits" (Ntshoe et al, 2008:397). They conclude that it is unlikely that these changes will be reversed. Ntshoe (2004:16) mentions that "…inter-institutional competition in South Africa has intensified since 1994…"

Farnham (1999a) who discusses international trends in changing university systems, agrees that casual or non-permanent contracts are used to reduce unit labour costs adding that this aims to raise institutional efficiency. This system enables universities to increase or reduce staff according to demand, and to reduce staffing overheads and raise their productivity (also see Welch, 1998 in this regard). These changes, he believes, give rise to the so-called 'flexi-university' with a core group of permanent staff supported by peripheral groups of casually employed, insecure and poorly paid staff responsible for

routine teaching, research and instruction. A key consequence of this is the fractionalisation of the academic profession. Farnham (1999b) suggests that the academic profession is no longer relatively homogenous but is developing into a diversified set of sub-professions along functional and status lines.

Bryson (2004a) adds to the above, placing it in the context of the increased marketisation of higher education. He also refers to casualisation of employment and job insecurity. Bryson (2004a) highlights the segmentation or stratification of academic labour whereby an 'underclass' has been created of temporary and part-time labour. The latter serves as a buffer to protect the permanent workforce from the effects of massification and has allowed management to achieve 'permanent flexibility'. The term 'disposable faculty' is introduced by Entin (2005) who writes from an American perspective. Webster and Mosoetsa (2001) writing from a South African context suggest that tension in the academic workplace has been intensified by the introduction of two types of employment relationships, permanent and contracted. This creates resentment between staff.

It is inevitable that the changes discussed here will have a direct effect on academics and as such require an appropriate career response from them.

Responses to the changing academic workplace

It would appear that academics face both the need for professional development as well as possible role change. The ability of the academic to respond to these changes may be a source of opportunity. Here Baruch and Hall (2004) who write from the United Kingdom and from the United States respectively, propose that changes in the academic workplace will require a creative response on the part of the academic: to serve in a boundaryless fashion as a self-employed knowledge worker.

The scenario for the future, according to Taylor (2001:2) who writes from Australia, will involve "…decreasing responsibility for management of the careers of staff on the part of institutions, and the complementary requirement that individuals engage in the self-management of this aspect of their professional lives". This echoes Gappa, Austin and

Trice (2005) who highlight the need for an individual response to the changes in the academic environment from an American perspective. Taylor (2001) however suggests that there is little evidence that academics have begun to recognise the opportunities and challenges facing them – neither are they developing the strategies needed for career self-management. Rather, they tend only to focus attention on their disciplines. Investment in a psychological contract based on what he refers to as 'modernist' assumptions of institutions as '…benevolent providers of a career path are likely to prove fruitless' (Taylor, 2001:7). Taylor (2001:8) further indicates that "The psychological contract[8] to create opportunities for self-development and employment-advancement for academics will increasingly be with themselves, rather than any employing institution". This is significant in determining an individual's motivation. This will require of academics to increase their personal awareness and responsibility, to value and develop skills and expertise and develop relationship networks. They will also have to maintain an awareness of trends in their professional working environment. There appears to be some possible linkage to the boundaryless and protean career orientation in this instance.

Tertiary institutions need a new range of skills and abilities from their staff which are different to what they have traditionally been required to have (Gappa, Austin & Trice, 2005). Gilliot, Overlaet & Verdin (2002) provide a European perspective and suggest the need for universities to establish multiple career paths. One of these options is that of 'constructional careers'. In this example academics, largely responsible for their own careers, 'construct' careers by collecting diverse experiences within and outside academia. This again appears to show some fit with the boundaryless and protean careers to be discussed in Chapter 3.

It would appear that part-time academics may face a dual challenge here. They need to respond in a creative way, alongside their full-time colleagues, to the changes in the academic workplace. Together with this, they need to deal with the inherently tenuous

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[8] Pugh and Hickson (2007) indicate that the psychological contract is the unwritten set of expectations which operate at all times between every member of the organisation, and management of that organisation. It includes both economic aspects as well as the more implicit concerns such as treatment with dignity, work autonomy and opportunities for development.

nature of their employment relationships. The flexibility inherent to their work role - when compared to that of their full-time colleagues - could potentially be used to their advantage in this scenario of change.

2.3 The part-time academic employment relationship

Key challenges which part-time lecturers appear to face include the insecurity of their employment relationship and the possible trade-off between the need to earn an income while attending to their personal development. This is further hindered by the lack of an organisational career path for such individuals.

The literature consulted widely documents the negative effects of part-time employment for academics (Allen-Collinson & Hockey, 1998; Bryson, 1998; Hey, 2001) while there appear to be certain advantages for those who are adjunct academics in American institutions by choice (Feldman & Turnley, 2004). It is suggested by Bryson (2004b) that contracts have damaging consequences for both the individual and the quality of the employment relationship. The gendered nature of the contract labour force raises concerns about equality of opportunity for women (Ni Laoire & Shelton, 2003 and Reay, 2004). Bryson (2004b) raises the point that employees on temporary contracts are more likely to be unable to apply the full range of their skills and work in positions that do not fully utilise their qualifications and experience. Respondents in Bryson's (2004b) study indicate the difficulty of building up a publication record to determine their career progress due to the distraction of searching for employment opportunities. This is echoed by Allen-Collinson (2003) and Barnes and O'Hara (1999) who identify that temporary staff invest conscious energy into activities that would minimise the uncertainty of their position.

Maynard, Thorsteinson, & Parfyonova (2006) found in their American study that contingent academics are a heterogeneous group in terms of their reasons for working part-time and in their attitudes towards their jobs and turnover intentions They differ in career stage (Feldman & Turnley, 2001) and the effect thereof on their satisfaction and commitment (Maynard & Joseph, 2008; Thorsteinson, 2003).

Jacoby (2005) suggests that the majority of part-time faculty in his American study prefer full-time work. The lack of full-time work is often substituted by securing heavier than average teaching loads. Those who prefer their part-time status appear to maintain employment relations with one institution for long periods. The study of Feldman and Turnley (2001) suggests that the work itself, together with relationships with professional colleagues, is the most positive aspect of non-tenure-track jobs. Not surprisingly, poor financial rewards and lack of promotion opportunities are the most dissatisfying aspects identified.

Barnes and O'Hara (1999) identified hindrances, presented by the lack of promotion criteria for temporary employees, as being of fundamental importance to a review of part-time academic careers. Many part-time faculty are not given opportunities to develop professionally (Gappa, Austin & Trice, 2005). In this regard Ni Laoire and Shelton (2003) propose that the lack of a clear career path for contract researchers is a structural obstacle to career progression. They further suggest that there is a lack of resources such as finance, time, facilities and information to enable further career progress. This affects the pursuit of personal research interests and related publication which would enable access to permanent posts or promotion. The time and effort spent on further contract applications and changing jobs may further hinder this. Ni Laoire and Shelton (2003) conclude that despite fixed-term contracts being a useful step in the career ladder, they may become less rewarding with time as career progress may become blocked.

Allen-Collinson and Hockey (1998) found a dominant theme in interviews with contract researchers to be that of coming to terms with the insecurity and unpredictability of their employment. This situation was improved by demographic factors such as having a partner with a stable source of income.

While institutional and contractual arrangements may have a significant effect on part-time academics their agency in responding to this environment must also be considered.

Knowledge and skills development

It is interesting that Allen-Collinson and Hockey (1998) note the absence of formal learning amongst interviewees and that they found that knowledge tended to be assimilated incrementally and experientially. It is important, therefore, to recognise the role that such experiential learning may play in the development of the knowledge and skills base of part-time lecturers. This does not downplay the role of formal qualifications – rather it suggests the need for part-time lecturers (and their employers) to reflect on the value of the knowledge accumulation that takes place during the process of employment. Bird's (1996) view of the career as a repository of knowledge once again has relevance here. This further implies that institutions need to capitalise on such knowledge bases and develop processes to integrate this knowledge into the organisation (Matusik & Hill, 1998).

A study by Mallon and Walton (2005) found that many portfolio[9] or freelance workers were neglecting ongoing formal development for the sake of more pressing short-term needs to earn money or secure contracts. They did however feel that their ongoing work assignments contributed to their development. Mallon and Walton (2005), however, note that there was little evidence of people capturing that learning in a conscious and reflective way. This was further hampered by the assumption on the part of the organisation that training is a privilege reserved only for the fully employed. This, Mallon and Walton (2005) suggest, necessitates that organisations rethink their focus in terms of the learning of those who work with and not for them.

Gappa, Austin and Trice (2005) indicate that, together with their tenured colleagues, faculty members without tenure also make a significant contribution to academic work. Their value is judged by way of the portable portfolio of skills and experience that they have accumulated and this is the basis of their employment security. Gappa, Austin and Trice (2005) further suggest that the latter will exchange high levels of productivity and intellectual capital for the opportunity to experience challenging work, growth in their skills and knowledge as well as promotion opportunities and employment benefits. This

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[9] See Pugh and Hickson (2007), for the origin of this term.

therefore amounts to a mutually beneficial relationship. One potential solution to the problem of organisation commitment is to look at the trade-off between short-term organisational commitment in return for transferable experience with the employer (Rubery, Earnshaw, Marchington, Cooke & Vincent, 2002). Barnes and O'Hara (1999) support this in suggesting that better management and support for career development could have a significant impact on the commitment and performance of contract staff. Hey (2001) however points out that contract researchers find themselves in a position where they stretch their labour and time in a context that fails to give due credit to their performance.

The literature on the part-time academic employment relationship thus indicates the lack of a career path and promotion criteria as well as a lack of resources as hindrances in the way of part-time academic career development. Despite this they make a significant contribution to the academic workplace. They see an opportunity to develop their skills in this work environment. Furthermore, literature suggests that institutional systems need to be put in place to facilitate the recognition of these skills within a broader framework of part-time career management. This should have the benefit of institutional skills retention. The question however arises as to the strategies that temporary staff have to apply to retain continuity of employment.

Strategies to sustain a career

Here we are referring to actions taken by part-time lecturers to remain in the job-market. While the need to gain transferable experience plays a role in the willingness to remain employed in a part-time capacity, the reality is however that contracts do come to an end.

Allen-Collinson (2003) identifies the beneficial impact of supportive biographical and location factors for part-time academics as well as the role of informal knowledge and political skills. That serendipitous opportunities appear to have played a role in their careers is significant in that it suggests a lack of a substantial career plan being in place. She suggests that temporary workers also need the capacity to tolerate the marginality of their position and they should build up networks of contacts. Allen-Collinson (2003)

suggests that it is not surprising that relatively few of these individuals manage to sustain continuity of employment resembling a career path, given their insecurities and inferior employment conditions.

It is important to consider two other influential factors related to part-time academic work experience – namely, whether the type of appointment is voluntary or not and the career stage of the part-time lecturer. The latter variables will be explored further in the next section.

2.4 Influence of appointment type

The nature of the employment status, as well as the comparison of employment conditions to those of their referent others appears to have an effect on the satisfaction and commitment levels of part-time faculty.

Voluntary vs involuntary part-time status

Bryson (2004b) mentions the popular perception that persons in flexible forms of employment choose such a contract voluntarily. His research found that part-time positions were more likely to be so at the employer's request and, as such, not voluntarily chosen. Maynard and Joseph (2008) found that involuntary part-time faculty in their American study reported significantly lower levels of satisfaction with advancement opportunities than faculty with full-time or voluntary part-time status. So too, involuntary part-time faculty were more dissatisfied with their compensation and security than full-time faculty or voluntary part-time faculty. They were generally just as satisfied with other facets of their positions relative to the two comparison groups. Maynard and Joseph (2008) concluded that results suggested that part-time faculty positions are not inherently dissatisfying and that satisfaction levels of voluntary part-time faculty showed a greater similarity to those of full-time faculty than to their non-voluntary colleagues. Workers employed part-time on a voluntary basis, reported higher job satisfaction than full-time employees (Thorsteinson, 2003).

Feldman (2006) indicates the need to move beyond the voluntary-involuntary dimensions of temporary employment and proposes additional dimensions for consideration in the study of contingent employees. These include the continuity of employment in terms of continuous weeks; whether they work year round or seasonally; their aspirations for future employment by way of additional or full time work; whether they work alongside primarily contingent or permanent employees (the latter of which can positively affect performance, integration and training); the number and kinds of employers for whom they work; whether these employers are worked for simultaneously or sequentially and whether they are self employed or other-employed.

A simple comparison between part-time and full-time workers is however unsuitable due to the heterogeneity of the part-time work experience. Persons working part-time on a voluntary basis exhibited more positive job attitudes than those doing so involuntarily (Maynard et al, 2006).

Part-time vs full-time status

Thorsteinson (2003) found very little difference between full- and part-time workers in the areas of job satisfaction, organisational commitment and intention to leave. In his meta-analysis he found that there was a moderate difference between full- and part-time workers in the area of job involvement, with the former reporting more job involvement. When one large study was removed from the meta-analysis a negligible difference was found between the groups on co-workers and pay. There were no differences between the groups as regards satisfaction with promotion opportunities and the supervisor.

By comparison, Bland, Center, Finstad, Risbey and Staples (2006) propose that the permanence associated with tenure appointments in American institutions may have a significant effect on the work productivity of academics in the area of research and education. These (tenured) academics were also found to be more committed to their work. They suggest that it is the system of non-tenure employment which is not conducive to such commitment and productivity and not necessarily staff factors. Interestingly, the study of Maynard and Joseph (2008) delivered an unexpected and

contradictory finding that part-time faculty in general reported a slightly higher level of emotional commitment to the institution than full-time faculty did. In exploring possible reasons for these findings, Maynard and Joseph (2008) proposed that the work of this faculty group is sufficiently interesting to offset other negative aspects of their position. A second possibility is that institutions may be providing better support or security, by way of implicit agreement, than is currently perceived to be the case.

How then do part-time academics perceive their work experience relative to that of their full-time colleagues? Age, qualification levels, labour market conditions as well as the desire to balance work and family life appear to play a role here.

Relative deprivation: comparison to referent others

It is inevitable that variations in the nature of the employment contract between full- and part-time employees will lead to some form of comparison. Feldman and Turnley (2004) use the relative deprivation theory as a framework for explaining the level of resentment and frustration experienced by academics in temporary posts. This resentment and frustration can be explained by investigating their perceptions of deprivation in terms of the work-related outcomes they receive, when compared to the outcomes received by their referent others. The experience of relative deprivation by such academics impacts their attitudes and behaviours towards their jobs.

Younger workers who left university and were only able to find a temporary job and those who had already completed a final PhD degree were more likely to experience relative deprivation. Academics who accepted contingent employment as a result of poor labour market conditions were significantly more likely to experience relative deprivation. Those who accepted such positions so as to balance work and family life were less likely to experience relative deprivation.

2.5 Influence of career stage on job attitudes and work behaviours

The fact that part-time lecturers represent a range of career stages contributes to the heterogeneity of this group. The effect of career stage on the attitudinal responses of part-

time academics to their work environment is relevant to both the individual and the institution. In the former case this may shed light on individual career experiences. In the latter case, the institution needs to understand the possible implications of appointing and managing staff at different stages of their careers.

Feldman and Turnley (2001) indicate that adjuncts appear to remain in their jobs due to their attachment to their profession. Their study found significant differences in the experiences of adjunct faculty at different career stages. Career stage was operationalised using employee age.

- Adjuncts in late career (aged 50 and older) demonstrated more positive attitudes towards their jobs than their colleagues in early or mid-career. The more positive reaction of late career adjuncts could be attributed to their long commitment to the profession or because low pay and job security were less of a problem for them. This also provided the opportunity for a gradual transition out of full-time employment into retirement.
- Those in early career (in their twenties) expressed most disappointment in the evident lack of advancement presented by their non-tenure-track jobs and feared that it would not look good on a curriculum vitae. Adjunct staff in this category however recognized that such positions offered opportunities for experience, growth and development as well as the chance to develop a network in order to facilitate access to permanent employment.
- Those in mid-career (in their thirties and forties) were most troubled by the challenges faced in balancing work with their family obligations. The benefit of adjunct work in mid-career was found to lie in its presenting opportunity for creativity and autonomy as well as to blend academic work with part-time work or self-employment. The disadvantage lay in the fact that it made forward planning difficult. (Feldman and Turnley, 2001).

Ni Laoire and Shelton (2003) suggest three possible career stages: 'Junior' - those at an early stage in their career, or in their first academic position or aged in their early to mid 20's; 'Transitional'- those who have been on contract for some time but not yet gained

job security and 'Senior" – those who have been successful in developing their academic career and made progress up the career ladder. Sullivan's (1999) meta-analysis however suggests that studies have found inconsistent age effects and additional research is called for on career stage theories by using multiple measures of age, such as chronological and relative age.

It has been argued that part-time academic employment cannot be considered in isolation from the employing institution. Having considered part-time academic employment from the perspective of the individual academics affected by the system, it is now necessary to dwell on the possible effects thereof on the institutions which employ them.

2.6 Influence of part-time employment on the institution

Part-time employment holds various benefits for the employing institution (Altbach, 2000; Bryson, 1998) as well as possible disadvantages (Altbach, 2000). Bland et al (2006) suggest that the paradigm shift in the faculty appointment system is occurring with little understanding of its impact on core outcomes of higher education.

Matusik and Hill (1998) indicate the cost-saving advantage of contingent labour and its value in enabling rapid response to changing market conditions. They however indicate the need for management to continually build on the organisational knowledge base, which is particularly relevant in an academic environment. Contingent labour can be a means of stimulating the accumulation and creation of a valuable knowledge base due to contingent employees' exposure to a variety of organisations (Matusik & Hill, 1998). The magnitude of the benefit obtained is determined by the organisations' ability to integrate this knowledge through establishing a conducive organisational context. This can in part be achieved by managing the interface between contingent and traditional employees. To do this, the stereotype of contingent workers as inferior to regular employees needs to be broken down.

The literature questions the so-called 'false-economy' of part-time employment contracts as human resource management costs are not reckoned into this equation. Barnes and

O'Hara (1999) highlight the management costs related to recruitment, induction and replacement due to staff turnover and the related loss of skills (see Bataille and Brown (2006) as well in this regard).

Of more concern to this study is the suggestion that the appointment conditions of part-time faculty are such that institutions are not in a position to get the best value out of the intellectual capital of such staff in an environment where excellence facilitates institutional competitiveness (Gappa, Austin & Trice (2005). David Leslie, writing in the American publication of Bataille and Brown (2006) points out an additional loss to the institution in that part-time faculty are less likely to engage in research (and hence publish infrequently) and generally do not perform the full array of faculty work. Barnes and O'Hara (1999) appear to agree here in proposing that higher education institutions may not be getting optimum benefit from the skills and commitment their temporary employees have to offer. Allen-Collinson and Hockey (1998) are more specific in suggesting that this is an inefficient system for training and maintaining a skilled research workforce. Short-termism on the part of temporary employees hindered their undertaking of longer-term research projects which may have yielded greater benefits to the institution (Barnes & O'Hara, 1999). This is of concern to this study given the competitive environment of education provision and that reliance on part-time contracts may affect a core output of the university, namely research. Ni Laoire and Shelton (2003) suggest that it is becoming apparent that an over-reliance on labour flexibility can diminish staff productivity, morale and commitment. Nearly two-thirds of the respondents in their study reported experiences of stress, worry, anxiety and insecurity having a negative effect on their health and well-being. This has the potential to affect the quality of teaching in institutions.

Instructional quality

A primary issue of concern here appears to be that of the availability of part-time lecturers to engage with their students outside of the classroom. While instructional quality was not a research question in this study it is a matter which warrants discussion as it is an integral output of the part-time academic career.

The American Association of University Professors (AAUP, 2003) suggests that the use of part-time faculty members reduces the quality of student learning. This occurs due to the nature of the employment contract which discourages additional hours spent with students outside of class. Furthermore, low wages encourage part-time lecturers to seek multiple teaching assignments on multiple campuses, further limiting their interaction with students. Such staff lack class preparation time and deliver courses according to a predetermined curriculum which makes them less likely to be informed about the latest developments in an academic discipline.

The issue of part-time faculty and teaching effectiveness is also explored by Scheutz (2002). Her study suggests that part-timers in American community colleges are more weakly linked to their students and colleges than full-timers and that part-timers were found to have less total teaching experience, teach less hours per week at the institution, use less innovative or collaborative teaching methods and interact less with their students and peers. They are also less connected than full-timers to professional organisations. In writing about graduate employees, an American scholar Bousquet (2002:97) raises the point that graduate education accomplishes "…its marvelous cheapness by allocating an ever larger section of the curriculum to flexible instructors who typically have between zero and four years of teaching experience". This would align with the early career respondents identified in this study. Bousquet (2002) continues to indicate that a reduced variety of course offerings and reduced access to faculty doing active scholarship in their field are synonymous with casualisation of academic labour. This once again raises questions about the quality of delivery.

Despite this, Bataille and Brown (2006) suggest that while the issues raised regarding part-time lecturers' availability outside of the classroom may indirectly affect education quality, the evidence is as yet inconclusive. They propose that these issues are possibly best viewed from the perspective of professional status and working conditions. As such, institutions which address these issues will at the same time improve the learning environment and possibly the learning outcomes for their student corps.

2.7 The status of knowledge on part-time lecturers

The heterogeneity of the part-time lecturing corps makes analysis of their careers more complex. Suggestions raised in the literature are highlighted below as areas warranting further analysis.

Maynard et al (2006) recommend that future research incorporates some measurement of individual employees' specific reasons for doing part-time work as well as a further examination of whether different categories of part-time workers do actually differ in their job tenure. Feldman and Turnley (2004) suggest that the use by contingent employees of referent others in assessing relative deprivation warrants further exploration. They also indicate a lack of collegial treatment and mentoring on the part of the senior faculty as a further source of relative deprivation.

Thorsteinson (2003) suggests that future work on part-time employees should focus on possible differences among part-time employees depending on the nature of their employment as well as reasons for working part-time. He notes that using the number of hours worked to categorise these employees may not adequately capture the differences between full- and part-time employees and more research would be needed here. The part-time - full-time dichotomy may obscure important differences within each of these groups. So too, it may be insufficient to dichotomise workers into voluntary and involuntary categories. Maynard and Joseph (2008) suggest that future research should attempt to identify those part-time faculty job characteristics and psychological contract features which help sustain positive job attitudes. They also suggest that there may be value in analysing possible attitudinal differences across academic field.

Allen-Collinson and Hockey (1998) suggest that there is a dearth of information on the complexities of contract researchers' working lives. It is thus important to gain knowledge in this area to inform policy on the careers of a group that contributes considerably to the research profile of tertiary institutions.

Sullivan (1999) suggests that research be conducted on the effectiveness of organisational programs and newer learning methods that focus on the development of the skills needed for success in non-traditional career paths.

The latter two studies hint at an important gap in the literature which is to be investigated further in this study. The literature consulted has provided ample evidence of a changing work environment facing academic staff and the need for a 'new' response to this. It has considered the effect of structural, institutional and biographical factors on the part-time employment relationship as well as how these may affect the employing institution. What has not been found is extensive evidence of a study on how such part-time academics manage and sustain a career – and in particular what they consider to be indicators of a successful career. This may also suggest to us what drives these individuals to pursue their work, despite the tenuous nature of their employment relationship. Given this, it needs to be considered whether what part-time lecturers do could actually be seen in the traditional view of a career, or whether we need to look towards newer models and conceptions of 'career' to explain the employment of these individuals.

2.8 Conclusion

The preceding discussion has provided some insight into the nature of the challenges faced by part-time academics in their work environment. These challenges would inevitably affect how they would need to manage their careers. Some of the issues which come to the fore include job insecurity in an environment that appears to provide no clear career path, nor promotion criteria. The creative response needed here calls for career self-management, including active management of their learning process. Career stage appears to play a significant role in career decisions.

It has been implied that such challenges inevitably have some effect on the institution as well. Also – it has been suggested that a response to these challenges is needed by both institution and the individuals concerned. Further investigation is now needed into career models that may assist in better understanding the careers of part-time academics. For this purpose features of the so-called traditional career model have been juxtaposed with

features of the boundaryless and protean career. This will form the essence of the conceptual framework which follows.

Chapter 3: Conceptual framework

3.1 Introduction

In this chapter I will explore the concept of career and then pay particular attention to the boundaryless and protean career. The latter will be juxtaposed with the more traditional career model in order to develop a conceptual framework to explain how part-time academics manage their careers.

3.2 The concept of career

The ideas of a career as a journey, a construction and a role, as well as career as a process and repository of knowledge, help to clarify the concept of a career.

Career as journey, construction and role

Baruch (2004) describes a career as a life journey which evolves around work and which provides a sense of purpose, challenge and self-fulfillment as well as income. This journey can be taken along traditional linear paths of upward development or self-navigated across less known territory. Inkson (2004) recognises the complex and multifaceted nature of careers and advocates the use of multiple metaphors to examine the phenomenon of career through contrasting lenses. These metaphors include the path metaphor or career as journey (as does Baruch, 2004); the craft metaphor or career as construction (also see Gilliot et al, 2002); the seasons metaphor or career as cycle and the theatre metaphor or career as role.

Career as repository of knowledge

Bird (1996) argues that careers should be reconceptualised as repositories of knowledge. In this regard the nature or quality of a career is defined by the information and knowledge that is accumulated through work experiences. This raises questions about how work experiences are integrated and synthesized and how the accumulated knowledge can be applied in new ways. Instead of focusing on positions held, an individual's career structure should be studied in terms of those events that affect the

personal store of knowledge. This view resonates particularly well with the process of career development in the academic work environment.

Academic careers

It is necessary for the purpose of this study to consider some of the features of the academic career.[10] Baruch and Hall (2004) claim that the academic career can serve as a 'role-model' of the boundaryless and protean career concepts. Features of the academic career which these authors raise include academic psychological contracts which are characterised by professional challenge, a learning environment, social status and job security as well as professional development, good working conditions and flexibility.

Academic work is measured by results, typically in the form of publication output, conference proceedings, acquired research funds and teaching evaluations. Networking within and across organisations is important. Career advancement is self-initiated and subject to performance within a very flat system of hierarchy. A key success criterion here is reputation. Academics can move their career and or research agenda fairly easily between institutions of their choice. This represents both job mobility and cognitive mobility. Academics are typically more committed to their discipline than their organisation. Research is both a primary task and performance indicator (Kaulisch & Enders, 2006).

In a study on career management strategies it is furthermore necessary to reflect on what constitutes professional growth for a faculty member. Terosky and Neumann (2008:24) define this as:

> …change that occurs in a person through the course of his or her academic career…that allows her or him to bring new and diverse knowledge, skills, values and professional orientations to her or his work.

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[10] The University of Pretoria (2007) indicates that the core functions of academic staff members are teaching and research and in certain instances rendering clinical service. These functions are closely interlinked and further strengthened by community engagement. All three core functions involve administrative activities and management activities feature with increasing seniority.

This implies that growth is ongoing and in a constant state of becoming. This process is facilitated by external environments, such as through interactions with colleagues. Thus, learning has a collective dimension but is at the same time unique and personal.

3.3 Traditional view of career

Baruch (2004) describes the traditional career as being linear, static and rigid in nature. Traditional careers are typically associated with stability by way of secure employment and a long-term based career relationship. Career advancement occurs along a hierarchical ladder. Consequently success is measured by the rate of progress along this ladder, together with the salary and social status indicators that accompany this progress. Gilliot et al's (2002) command-centered career (implying a continuous increase in responsibility and related promotion) would align with the traditional career. Briscoe et al (2006) propose that the decline of the traditional organisational career requires that we view careers in a new way. Changing market conditions require of organisations to be smaller, smarter and swifter in their responses to remain competitive. This requires of employees to be similarly adaptive and flexible (Hall & Moss, 1998). The boundaryless and protean career orientations are suited to this need.

3.4 The boundaryless career

Arthur and Rousseau (1996) indicate that the term boundaryless career was selected to distinguish it from dependence on the typically 'bounded' organisational career. Six meanings help to explain boundaryless careers, namely:

- movement across organisations and employers;
- drawing marketability and validation from outside of a current employer;
- drawing on and being sustained by external networks: Arthur and Rousseau (1996) further indicate that the cultivation of networks plays an important role as these enable access to the knowledge and resources of others. These networks can also serve as important learning systems which benefit both the individual's employment value and the firm;
- breaking of traditional organisational career boundaries in terms of hierarchy and advancement principles;

- breaking traditional patterns of paid work for personal or family reasons; and

- the perception of a boundaryless future by the individual, irrespective of structural constraints (also see Sullivan (1999) in this regard).

Sullivan and Emerson (2000) suggest that boundaryless careers exhibit three major features:

- a change from loyalty to the organisation to loyalty to the profession. This necessitates the development of transferable competencies;

- a change of focus from extrinsic to intrinsic rewards in seeking personally fulfilling work (also see O'Dowd and Kaplan (2005);

- a change from reliance on the firm to self reliance. (Here workers need to seek opportunities for their own training and development to compete in the market. O'Dowd and Kaplan (2005) indicate that such individuals manage their own careers.)

O'Dowd and Kaplan (2005) add to these criteria for defining boundaryless careers by identifying the willingness to take risks, and that such individuals possess the skill of learning to learn and adapting across experiences. Marler, Woodard Barringer & Milkovich (2002) propose that the boundaryless career represents a different kind of job security. Here individuals may view multiple employer experiences in a positive light insofar as this supports skill development and thus increases marketability. It also allows individuals to control their own career and may result in a better match between career and life-cycle demands. This also reduces the risk of dependence on any single organisation. They however raise an important question as to whether such employees are truly free agents or whether their boundarylessness is merely a response to the realities of uncertainty and risk.

Bird (1996) suggests that boundaryless careers are knowledge creators and highlights the fact that the boundaryless career brings greater autonomy for the individual. This choice of career domain is driven by a personal assessment of the fit between the skills, expertise, network and knowledge-creation opportunities presented. The opportunity to

learn new things and not money or status may thus be a motivation for career moves. Institutions that impose constraints on knowledge-creating activities may inadvertently encourage such moves. Briscoe et al (2006) are of the view that a boundaryless career attitude has a psychological dimension and is thus not restricted to physical movement across organisational boundaries.

Enders and Kaulisch (2006) remind us that there is definite synergy between academic careers and the 'new careers'. Academic careers are becoming more boundaryless due to growing international mobility of faculty members, a blurring of boundaries between universities and other knowledge organisations, as well as the greater reliance on part-time staff and experiments with alternative contracts. They also suggest that one of the institutional responses needed in this changing environment is to look at the regulation of knowledge and property rights. Despite the boundaryless facets of academic careers Enders and Kaulisch (2006) remind us that traditional academic careers still have features typical of the bureaucratic and hierarchical career models.

Pringle and Mallon (2003) are not without criticism of the term 'boundaryless career', arguing that it remains theoretically and empirically undeveloped and that this limits its explanatory potential.

3.5 The protean career

The protean career is a process managed by the person and not the organisation and consists of the individual's range of experiences in terms of education and training, as well as work in a variety of organisations. All of these personal career choices and the search for self-fulfillment have a common integrative thread, with the criterion for success being internal. It is an autonomous contract with the self and requires self-knowledge and adaptability as well as continuous learning. Hall and Moss (1998) sum this up as a contract that requires growth, responsibility, empowerment and hard work and is an intelligent response to an economic environment which is turbulent and unforgiving. Briscoe and Hall (2006:8) describe the latter response to a turbulent environment as "…having the ability to be adaptive in terms of performance and learning

demands". The latter point is particularly relevant given the current changing academic environment.

Briscoe and Hall (2006) suggest that greater conceptual precision is needed to describe the boundaryless and protean career orientations. They further indicate the need to pay attention to the context in which these approaches are played out by reminding us that "…while the boundaryless approach emphasizes opportunity and the protean approach emphasizes agency (of the individual), neither gives adequate tactics for understanding and navigating the broad economic context" (Briscoe and Hall, 2006:20).

3.6 Conceptual framework

In establishing a conceptual framework for this study I will draw on the comparative analyses of career types by Sullivan (1999) (traditional vs boundaryless careers) and Baruch (2004) (linear vs multidirectional careers) as well as Hall and Moss (1998). I have endeavored to draw aspects from the literature of Bryson (1998, 2004), Taylor (2001) as well as the American Association of University Professors (2003) that may assist to describe some known features of the part-time academic's career. The purpose here is to juxtapose this with identified aspects of the traditional or boundaryless and protean careers. At this point I will not differentiate between terminologies for the 'non-traditional career' as I believe there is sufficient complementarity between the authors' views (see Briscoe and Hall (2006) and O'Dowd and Kaplan (2005) who also indicate the similarity between boundaryless and protean careers). Briscoe et al (2006) suggest that protean and boundaryless career attitudes should be viewed as independent yet related constructs.

These ideas have been merged in Table 3.1 below. The purpose of the table is to compare different aspects of part-time academic careers, as derived from the literature study in chapter 2, with features of the traditional or boundaryless and protean career discussed above. Gaps in the framework below have been suggested by the research questions of this study.

Table 3.1: Traditional vs. boundaryless and protean career features juxtaposed with part-time academic career features

Aspect	Traditional career type	*Status of research: part-time academic careers*	Boundaryless/ protean career concept
Environmental characteristic	Stability	*Unstable, temporary, insecure.*	**Boundaryless:** May be a response to realities of uncertainty and risk. **Protean career:** Is an intelligent response to a turbulent environment.
Employment relationship	Job security for loyalty and commitment	*Lower salaries, poorer terms and conditions and inferior facilities. Collegial atmosphere may be undermined. Employed on a needs basis.*	**Boundaryless**: Performance exchanged for employability and marketability as well as flexibility and opportunity to learn. Loyalty to the profession. Change from reliance on the firm to self-reliance. **Protean:** Contract with the self and one's work, not the organisation
Career choice	Once-off, early in career	*May be necessitated by circumstance or desire for a flexible lifestyle.*	**Boundaryless:** Repeated, sometimes cyclical at different age stages. May be determined by opportunity to learn and the fit between the skills, expertise, network and knowledge-creation opportunities presented.
Career horizon	Long term	*Non-regular appointments, mostly of brief duration. May lack continuity.*	**Boundaryless:** Short term. View career as a series of steps.

Responsibility for career management	Organisation	*Currently unclear.*	**Boundaryless**: Individual, using of network relationships to identify career opportunities. **Boundaryless and protean:** Career self-management.
Boundaries/ Workplace	One or two organisations	*Currently unclear.*	**Boundaryless:** Multiple organ-isations.
Measurement of success	Pay increases, hierarchical promotion and status	*No promotion criteria or career structure and difficult to build a research reputation and maintain contact with other scholars in the discipline*	**Boundaryless:** Psychologically meaningful work leading to an inner feeling of achievement **Protean:** Criteria for success is internal and evidenced in employability.
Progress milestones	Age-related	*Currently unclear.*	**Boundaryless:** Learning, knowledge and results related. **Protean:** Requires continuous learning.
Skills	Firm specific	*May be underutilized. May perform only a fragment of the full range of faculty responsibilities. Opportunity for variety.*	**Boundaryless:** Transferable across multiple firms. Multiple employer experiences support skill development and marketability. **Protean career:** Consists of all the person's varied experiences. Career a continuous learning process requiring self-knowledge and adaptability.
Training	Formal programmes	*No development plans or appraisal and limited training.*	**Boundaryless**: On-the-job. Networks may serve as learning systems. **Protean:** Challenging assignments.

3.7 Conclusion

The aim of this research is to contribute to furthering the understanding of part-time academic careers in a South African context. The conceptual framework above highlights the clear dichotomy between the more traditional career models and the newer literature relating to the boundaryless and protean careers. The complementarity between the boundaryless and protean careers is furthermore evident from Table 3.1. They are both suited to an environment of change. It is evident that learning, and skills acquisition play a significant role in the latter career orientations which are also self-managed. Career success is not manifest according to the traditional hierarchical progress – rather it is experienced internally as psychologically meaningful work and evidenced in employability as a result of learning and growth. The latter employment opportunities are supported by relationship networks.

This conceptual framework will be revisited in Chapter 6 to address the research question regarding which career concept can best describe the career of part-time lecturers in Humanities. It will enable this study to determine whether such lecturers tend to lean more towards the traditional or to the boundaryless and protean career orientations in the dimensions highlighted here.

Chapter 4: Research design and methodology

4.1 Introduction

This study has been undertaken to determine the career management strategies of part-time lecturers in Humanities.[11] The research question is explored by a survey design which is located in the positivist paradigm.

Attention is given to permission required to access the sample selected. Questionnaire design is discussed as well as the pilot study which was undertaken. Together with this, consideration is given to matters regarding validity and reliability.

The measures that were taken to ensure that the study was undertaken in an ethical manner are addressed. Statistical and frequency analyses undertaken are discussed by way of conclusion.

4.2 Method

This enquiry was undertaken as a quantitative survey. The aim of this survey was to describe trends in the data provided about the sample, and not to offer rigorous explanations of part-time (PT) lecturers' career management practices. I defined my concepts, variables and hypotheses based on my reading before commencing the study (Leedy and Ormrod, 2005). The quantitative survey enabled me to collect, classify and quantify empirical data and endeavor to discover relationships among variables identified (Cohen, Manion & Morisson, 2007). Finally I would be able to make certain (tentative) generalisations based on the analysis of this data.

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[11] It is recognised that differences will exist in the career options available to part-time lecturers in different disciplines within the faculty. Lecturers in the Visual Arts and Music, for example, may well pursue commercially viable sale of their work. So too, Psychology and Communication Pathology lecturers could pursue their own private practice aside from their academic work.

4.3 Population and sample

The population is considered to be all part-time lecturers, with the sampling frame being those part-time lecturers working in the University of Pretoria. It was found that part-time lecturers constituted 49% of the total lecturing staff of the institution (BIRAP, 2009). They would typically have been appointed on contract from February to November of the 2009 academic year (see Conditions of appointment, Appendix K).

This case study was undertaken as a survey of the career management strategies of all part-time lecturers in the Humanities Faculty of the University of Pretoria. The accessibility of these lecturers in Humanities, and the fact that they constituted 19 % of the part-time lecturing staff component at the institution, were motivating factors in this choice. The survey was undertaken during the 2 weeks following the 2009 Spring recess (see Questionnaire, Appendix F.) Numerical data were collected, together with a brief qualitative open-ended component in the survey, to provide a general picture regarding part-time lecturers' career management strategies.

4.4 Access

The Dean of the Faculty of Humanities was approached to grant permission for access (see Appendix C). She undertook to inform the relevant heads of department that this research would be undertaken, thus facilitating access at departmental level.

I approached Human Resources to obtain the number of contract lecturers per department in Humanities, as well as their contact details. I was able to obtain the former, but not the latter. I therefore had to rely on the departmental secretaries to assist me in distributing hard copies of questionnaires and returning them to me. A token of gratitude was provided by way of a small chocolate or sweet attached to the questionnaire.

Due to the fragmented nature of their teaching responsibilities, some of the part-time staff members were not readily accessible on campus to complete hard copies of the questionnaire. In three departments assistance was kindly given to enable providing e-mail follow-up questionnaires to specified individuals. This e-mail was sent via the

institution server to enhance credibility as to the legitimacy of the e- mail. One of these departments had a particularly large cohort of part-time lecturers (around 37% of the sample). Around 20% of the part-time lecturers in the latter department voluntarily responded to e-mailed questionnaires after a second follow up communication. It is recognised that e-mail follow-up compromises the anonymity of the respondents who choose to reply electronically. Clarke (2000) warns that privacy of electronic information cannot be 100% controlled as tracks may be left on server computers and warns of employers rights to monitor and record employee web and e-mail usage. These respondents were however given the option to reply (anonymously) via the internal mail system, but elected not to do so.

4.5 Statistical data

Statistical data were obtained from the Bureau for Institutional Research and Planning (BIRAP). BIRAP focuses on rendering a specialist service by providing management information to the Executive of the University of Pretoria. Permission was needed from the registrar to use these statistics in summary format. This permission has been attached as Appendix D.

Table 4.1 below provides an indication of the differences between institutional and HR statistics – as well as response rates per department/unit. It will be noted that there are differences between the institutional statistics provided by BIRAP (2009) on numbers of part-time lecturers where (n = 315) and those provided by Human Resources where (n =178). This was potentially challenging. I decided to accept the Human Resources numbers to determine representivity of the sample size as this was a more accurate representation of the sample selected. The reason for this choice is that in some instances tutors had been listed as part-time lecturing staff by BIRAP, whereas this group was beyond the scope of this study. Accuracy is further complicated by the fact that I am aware of at least two part-time lecturers working in two different departments in Humanities. It is also anticipated that some lecturers may work for shorter periods of the year and leave, while others may have been appointed for the full academic year.

Table 4.1: Comparison BIRAP vs Human Resources statistics per department and response rates

Departments , centres and units: Humanities*	BIRAP Sept. '09	HR June '09	Total Returns	% returns per dept. as % of HR stats
A. HUMANITIES GENERAL	3	0	0	
B.	5	0	0	
C.	9	4	0	
D.	32	18	9	**50%**
E.	12	7	3	**43%**
F.	6	Not provided	1	
G.	9	6	2	**33%**
H.	9	4	0	
I.	75	65	12 (email) + 1 hardcopy + 1 telephonic.	**22%**
J.	12	5	4	**80%**
K.	16	2	0	
L.	20	8	4	**50%**
M.	12	Not provided	3	
N.	11	13	2	**15%**
O.	14	3	0	
P.	14	2	2	**100%**
Q.	17	16	1(email)	**6%**
R.	11		0	
CENTRE	0	0	0	
INSTITUTE	1	0	0	
CENTRE	4	0	0	
UNIT	31	25	17	**68%**
CENTRE	2		1	**50%**
*Dept. names have been removed to protect respondent anonymity	**315**	**178**	**63**	**35%**

An overall response rate of 35% was thus achieved if statistics provided by Human Resources are taken to be an accurate reflection of the sample in question. If BIRAP (2009) statistics are accepted, an overall response rate of 20% was achieved.

4.6 The survey

Survey questionnaires were chosen due to their ability to reach a large number of individuals at one time as well as their economy in terms of time and money. The survey was designed for self-completion. Cohen et al (2007) note the survey's limited explanatory potential and ability to provide fine-grained detail. This suggests the value of a qualitative study in later research.

4.6.1 Design

The questionnaire was preceded by a cover letter (see Appendix E) which served the purpose of establishing trust with respondents and allaying their fears about confidentiality. This letter included an explanation of the survey's purpose and how the data would be used. The research purpose was revealed in such a way as to promote the likelihood of cooperation, without biasing subsequent responses (Gill & Johnson, 2002).

Questionnaire layout and structure was done with ease of data entry for numerical computer analysis of (closed-ended) quantitative questions in mind. Each question was allocated a variable number indicated as for example V5 for career stage. The Research Support Service of the Department of Statistics of the University of Pretoria (STATOMET) was consulted in this process.

Typically, biographical questions were asked on commencement of the questionnaire from which nominal data could be collected. Race was not a required field to complete since preliminary statistics for 2009 showed that 83% of the part-time lecturers in Humanities were white. It was felt that annual earnings were a sensitive question and thus this was also left out.

Questions were further grouped in subsections relating to:
- Professional development - emphasising aspects such as recent publication and skills development;
- My career - with particular emphasis on measures of career success;
- My current position - with particular emphasis on factors attracting respondents to their position; and
- Sustaining employment - which looks at aspects such as positional uncertainty.

These questions were based on my reading of the literature discussed in the literature review.

Ordinal data was collected from these questions. Respondents were asked to respond to a 4 point rating scale (1= strongly disagree; 2= disagree; 3= agree and 4= strongly agree).

On final analysis it was decided to combine the 'strongly disagree' and 'disagree' responses as well as those who 'agree' and 'strongly agree'. This was necessitated by the number of responses and allowed for more meaningful interpretation of the data, as can be seen from the example below.

Table 4.2: Sample variable from frequency analysis

V52 Scheduling flexibility				
V52	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 Strongly disagree	2	3.17	2	3.17
2 Disagree	7	11.11	9	14.29
3 Agree	34	53.97	43	68.25
4 Strongly agree	20	31.75	63	100

Open-ended, qualitative questions were included towards the end of the questionnaire which needed to be individually coded. The following questions were posed:

- "What do you hope to achieve in your career in the next five years?"
- "How do you intend to achieve this?" and
- "Are there any aspects of part-time employment which you feel hinder your career development, which you wish to bring to the attention of this study?"

These open-ended questions allowed respondents to share their short-term career objectives and any hindrances to career development which are inherent in the nature of contractual employment. The latter questions served, to a small extent, to mitigate some of the restrictions of the structured quantitative design. This was through enabling respondents to raise issues that they felt may not have been addressed by the preceding part of the questionnaire. The fact that 95% (60/63) of respondents took the time to complete this part of the questionnaire is indicative of their level of interest in expressing their voice here.

The open-ended responses were typed up and coded using the track-changes facility. An initial analysis was done of the frequency with which certain issues were raised by individuals in the group as a whole (see Appendix H). Groups of individual issues raised

were then highlighted to suggest possible categories to facilitate a more meaningful analysis of a larger number of related responses. The reasoning behind these categories is provided in more detail in Appendix H.

These qualitative comments were then disaggregated according to qualification levels to allow for a more fine-grained analysis (Appendix I). When presenting the quantitative data, samples of these qualitative comments were included to provide further insight into the frequency analysis.

4.6.2 Pilot study

Prior piloting of the survey by way of a hard copy of the questionnaire was planned at a comparable department within the institution. This would allow me to test my research design and enable modifications to be made to optimise on the quality of the data obtained in the final study (Vivar, McQueen, White & Armayor, 2007). The pilot however delivered limited response, despite the necessary access and some e-mail follow-up. This necessitated me approaching a purposive sample of part-time colleagues from other institutions or those who had recently left the employ of the University. These colleagues were representative of the early, mid- and late career phases and had a similar work situation to that of the sample in the final study.

Reflection on data obtained here helped to confirm that the questionnaire would indeed elicit the kind of data sought – also that it could be used both in hard copy and electronically. It showed that both the instructions and the questions were intelligible to respondents. This allowed me to see that the data could be analysed and allowed me to recognise the value of my conceptual framework in this process. In hindsight, it may have been valuable to engage in some conversation with participants on the pilot study about the questionnaire.

4.6.3 Validity and reliability

The external validity (and generalisability) asks to what extent the conclusions of the study will hold for other people in other places at other times (Coldwell & Herbst, 2004).

It asks if the instrument is measuring what it is supposed to measure. The sample size and the quality of the instrument will play a role here. In this case the sample was relatively small.

Leedy and Ormrod (2005) indicate that external validity is enhanced by research conducted in a real-life setting (in this case a university); by using a representative sample (in this case Humanities constitutes 19% of the part-time lecturers in question) and by replication in a different context. This study may be generalisable if it is done at the same university and if the policies have not changed. However, another university may have different policies and organisational culture, which may impact on the perception of the temporary employees there.

Internal validity seeks to demonstrate that the explanation of an issue can actually be sustained by the data (Cohen et al, 2007). I have kept an audit trail of the data generated by the survey. In designing my survey questionnaire I built in cross-checks on data questions (eg. V24 and V36; V41 and V45) and carefully sampled items to ensure they are representative of the issue under investigation. I demonstrated construct validity by confirming my constructs with those given in my literature study (Cohen et al, 2007). The use of a pilot study assisted in achieving content validity (Roberts, Priest & Traynor, 2006).

Data were obtained from an analysis of the actual career experiences of participants which made them authentic and thus credible (Cohen et al, 2007). I also assessed the extent to which findings were confirmed (or refuted) by the literature study.

Reliability (repeatability) refers to what extent the same results will be obtained if the study is repeated at a different time with different people in a different place. Gill and Johnson (2002) indicate that the highly structured nature of questionnaires allows them to be regarded as easily replicable over time and hence reliable. However, because this study deals with the perceptions of people regarding their careers, the reliability will be fairly low since perceptions are susceptible to change, even though the instrument may

remain the same. Perceptions may, for example, differ due to a different organisational climate in a different faculty or institution.

4.6.4 Limitations

My role as fellow part-time lecturer could be construed as a potential source of bias. Roberts, et al (2006) also warn that familiarity with a scenario may serve to obscure any ambiguous issues that others unfamiliar with the field might question. I however endeavored to address this bias by way of the structure of my questionnaires and coding of qualitative responses, as well as by grounding my research in the relevant literature.

While many of the findings from data collected in this study should be generalisable to part-time lecturers in other faculties and institutions, it is recognised that some of the issues raised may only apply to part-time staff in the faculty sampled here. This study has not been able to account for career management strategies of part-time lecturers in other faculties or Universities.

There is a need for a far more focused research as this study has managed to raise a range of issues across different career stages and qualifications. The heterogeneity of the sample made questionnaire analysis more complicated due to various permutations of - and reasons for - part-time appointment type. This made categorization of data for the purpose of analysis more complex. Given this it is suggested that future research be undertaken on a more defined group of part-time lecturers. The veritable minefield of terminology used for non-permanent academic positions added a further dimension of complexity here.

Further exploration of the career management strategies of part–time lecturers by way of a qualitative phase, as part of a mixed method approach, would have added considerable explanatory value to the statistical data generated.

4.6.5 Delimitations

I had initially intended to undertake a mixed method study but, since this is a Masters dissertation, opted to limit my scope to that of a quantitative study (which would have constituted the first phase of the former approach). That said, I recognise that a more structured quantitative research design may obscure the individual stories which make up the data collected.

This study has chosen to sample career management strategies applied by part-time academics in Humanities at the University of Pretoria. This therefore excludes the views of part-time lecturers in other faculties or institutions who may, by virtue of their academic field or workplace, have different career experiences.

The views expressed here thus relate to part-time lecturers employed between February and November of the 2009 academic year, and who are remunerated on an hourly basis. Such lecturers would largely be from the category temporary part-time 'other' who are typically employed for less than 15 hours per week.

4.6.6 Ethical and political considerations

My role as a part-time lecturer necessitated my approaching this study from a strongly positivist stance, allowing the facts to speak and my role to be that of an objective observer (Cohen et al, 2007) This allowed me to remain detached from the research participants (Leedy and Ormrod, 2005), some of whom were my direct colleagues. Leedy and Ormrod, (2005:96) suggest that quantitative researchers "…try to maintain objectivity in their data analysis, conducting predetermined statistical procedures and using objective criteria to evaluate the outcomes of those procedures".

I recognise that I cannot completely escape my own values and interests, despite a structured research design. For this reason I have given an overview of my personal experiences in Chapter 1. I would however propose that this does give me an opportunity to measure up these experiences against what the facts are saying (Hussey & Hussey,

1997). While my experiences may present some bias, they are more likely to benefit the study by adding depth by way of personal insight.

In order to proceed with this study, I needed to gain ethical clearance from both the Education faculty as well as the Humanities faculty (see Appendices A & B). While this created time delays it also allowed for the further scrutiny of possible problem areas in the research design. A key concern here was to avoid arousing any expectation of change on the part of respondents in the current employment systems as a result of the research.

Respondents needed assurance of absolute confidentiality to speak freely about their employment experiences given an environment of tenuous employment certainty (Cohen et al, 2007). Mechanisms such as codes were built in to ensure that survey participants' responses were not readily identifiable by any identifying labels. I however still needed to obtain the necessary demographic data (gender, qualification and career stage) which were integral to the study, without compromising participant identity (Vivar et al, 2007).

Participants were given written information about the research aims and developments (see Appendix E). This included an explanation of how the data are to be processed, used and disseminated. Clarity was provided on data storage procedures as well as points of contact should participants have any concerns arising from their participation (Vivar et al, 2007). Assurances were given of anonymity as well as the freedom to withdraw from their voluntary participation. Participants were then provided with a letter of agreement to sign and return separately from their questionnaire to again ensure anonymity (see Appendix E).

4.7 Statistical analysis

The Research Support Services of the Department of Statistics (STATOMET) assisted in the capturing of the data once it had been coded (see example Appendix G). From this a set of frequency tables was produced to allow for preliminary analysis of the data. Once some familiarity had been gained with the data it was possible to raise certain questions about possible interrelationships between different variables identified. Various

associative hypotheses were proposed regarding relationships between variables in this study. STATOMET was again approached to assist with calculations and drawing up the necessary two-way tables for the purposes of further analysis.

In order to assess the significance of the relationships, the Chi-squared test was used for analysis where no more than 20% of the total number of cells contained fewer than 5 cases. Where more than 20% of the total number of cells contain fewer than 5 cases the Chi-squared result is considered to be unreliable - hence the need for a second statistical significance test. Fisher's exact test is a statistical significance test that was used in the analysis of two-way contingency tables where low cell frequencies were obtained, due to smaller sample sizes. The level of significance was set at $\alpha = 0.05$ to determine whether to accept or reject the null hypothesis (Cohen et al, 2007).

A summary of the findings of this analysis is to be found in Appendix J. Tables 5.8 to 5.19 in Chapter 5 below are provided to show where relationships were found to exist between these variables.

4.8 Conclusion

Having considered the research design and methodology that directed this quantitative study, it is now possible to proceed to an analysis of the data generated from the survey.

Chapter 5: Data analysis

5.1 Introduction

There are two main sections to this chapter. The chapter firstly provides an overview of the results of the frequency analysis done on the quantitative component of the survey. The section commences with a biographical overview of the sample in question. Biographical data from the survey is supported by relevant institutional statistics regarding the gender, career stage, qualification and race profile of part-time lecturers. The respondents' level of experience and workload, as well as the number of positions that constitute this workload, are also discussed.

Respondents' attitudes regarding their professional development, their current position and career view, their experience of work satisfaction and how they sustain employment are then discussed. This part of the discussion thus follows the framework of the questionnaire. Variable numbers (for example V5) have been provided to facilitate linkage back to the questionnaire in Appendix F.

Where relevant, illustrative quotes from the open–ended questions at the end of the survey have been included. Summary data from the quantitative analysis of this feedback is included to shed further light on the analysis (See Appendices H and I for more detail). The open-ended questions raised certain issues not easily categorised alongside a discussion of the questionnaire results. These points are therefore discussed under a separate heading. This will be followed by a short summary of the findings from this analysis.

The chapter then provides an overview of statistical analyses done with the aim of indicating relationships between variables in this study. This is again followed by a short summary of the findings.

5.2 The sample

Gender

When considering the biographical profile of the respondents to the survey it was found that 86 % of the respondents were female. This can be compared to UP statistics obtained from BIRAP (2009). In Table 5.1 we see a breakdown of the part-time staff complement in Humanities according to gender. In the university as a whole, the figures for gender show a 57% male and 43% female cohort in 2004. This changed to 55 % male and 45% female in 2009. There has been a noticeable decline of 7.5% in the percentage of male part-time lecturers in Humanities and clearly, female part-time lecturers form a significant component of the part-time cohort there. This provides evidence of increased feminisation of part-time positions in Humanities.

Table 5.1: Gender: PT staff Humanities compared with gender: UP PT staff

Gender	UP PT 2004	% of UP total staff	Temporary part-time Humanities 2004	Humanities as %	UP PT 2009	% of UP total staff	Temporary part-time Humanities 2009	Humanities as %
Male	810	57%	100	42	946	55%	112	34, 5%
Female	607	43%	138	58	760	45%	213	65, 5%
Total	1417	100%	238	100	1706	100%	325	100%

(Source: BIRAP, 2009)

When the respondent profile is compared to that of Humanities as a whole for 2009 there is thus evidence of a strong bias in the sample towards females.

Career stage

Respondents' ages varied from 22 years to 68 years, with a mean age of 39.9 years. Part-time lecturers were found to be at different stages of their careers (V5). Thirty-six percent (36%) of these respondents indicated that they were in 'early career', with 33% indicating they were in mid-career and 26% in late career. Five percent (5 %) of respondents were post retirement.

These figures can again be compared to those for the University and Humanities as a whole. Tables 5.2.1 and 5.2.2 provide a summary of part-time and full-time lecturing staff statistics according to career stage for 2004 and 2009 respectively. When compared with the figures for Humanities in 2009 (Table 5.2.2) it is evident that there were fewer early career respondents and more mid- and late career respondents in the survey. (It must be noted that early career figures are likely to include tutors who may be allocated some lecturing responsibilities.) "Early career" lecturers formed a significant component (60%) of part-time lecturers in Humanities, and the University as a whole, in 2009. This has clear implications for their anticipated career development needs as well as management requirements to facilitate skills retention. It also raises certain questions regarding skills capacity (in terms of experience) and related quality of delivery.

Table 5.2.1: Analysis of temporary PT staff Humanities vs UP PT per career stage 2004

Career Stage	UP PT lecturers per career stage 2004	% of UP PT 2004	Temp. PT Humanities per career stage 2004	% of PT Humanities 2004
Early career	954	67%	137	57%
Mid-career	219	15%	52	22%
Late career	180	13%	35	15%
Post retirement	64	5%	14	6%
Total	**1417**	**100%**	**238**	**100%**

(Source: BIRAP, 2009)

Table 5.2.2: Analysis of temporary PT staff Humanities vs UP PT per career stage 2009

Career Stage	UP PT lecturers per career stage 2009	% of UP PT 2009	Temp. PT Humanities per career stage 2009	% of PT Humanities 2009
Early career	1024	60%	195	60%
Mid-career	285	17%	58	18%
Late career	268	16%	51	16%
Post retirement	129	7%	21	6%
Total	**1706**	**100%**	**325**	**100%**

(Source: BIRAP, 2009)

In Figure 5.1 the growth in the number of part-time lecturers in Humanities in the early career phase is clearly evident. There is also growth in the mid-career, late career and post retirement groups. The most noticeable growth in the latter categories is to be seen in the late career group.
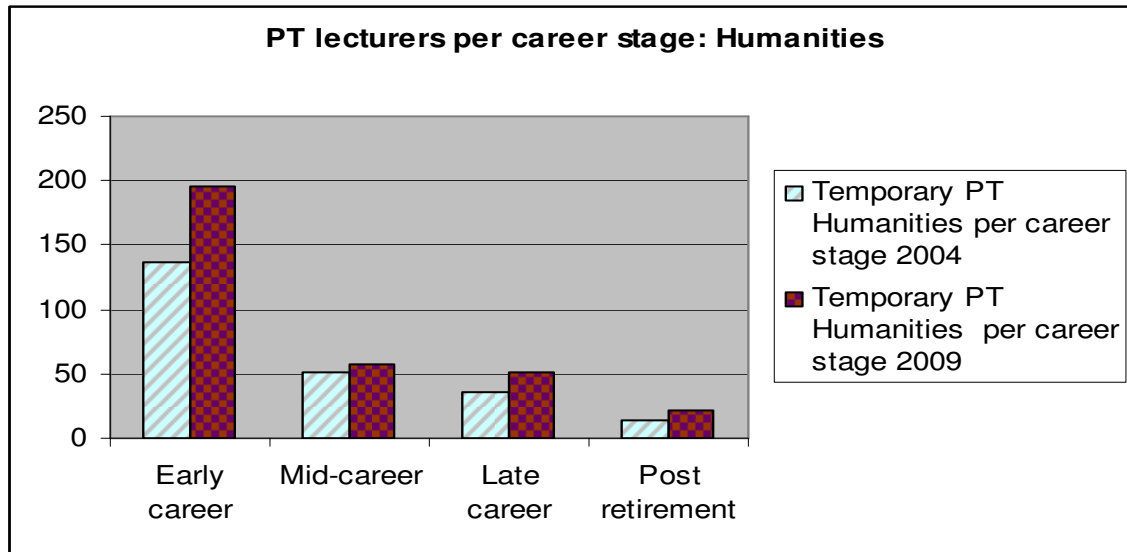
Fig. 5.1 PT lecturers per career stage: Humanities

Qualifications

Table 5.3 gives us an indication of respondents' qualifications. In the analysis of the open–ended questions it was found that 30% (18/60) of respondents made individual references relating to further studies. When considered per qualification level, 38% of Masters respondents make mention of further study and 27% of Honours respondents raise the issue of further study (see Appendix I).

Table 5.3 Respondent qualifications

Respondent Qualification	% of respondents
Honours	42%
Masters	40%
Doctorate	11%
Other	7 %

Table 5.4 enables comparison of respondent qualifications with the qualifications for total lecturing staff at UP. Part-time lecturers qualifications in these categories have been calculated as a percentage of the total at UP[12]. It is evident that there is an increase in the number of Masters and Doctorate degrees in the part-time cohort in this period, and a related decrease in the number of Honours qualifications. This is indicative of a possible trend in an improvement of the qualification levels to be found in these staff categories. One can only speculate as to the likelihood of retaining these skills at the University ín an environment of tenuous employment certainty. One would hope that the drop in the percentage of Honours graduates is attributable to staff in the pipeline who have upgraded their qualifications. It could also be indicative of the increased skills capacity which is readily available in the market or a lack of employment opportunities in the formal sector for such individuals.

Table 5.4: Overview of documented Honours, Masters and Doctorate degrees

Qualification	Total UP 2004	No of temp. PT	As % of UP total 2004	Total UP 2009	No of temp. PT	As % of UP total 2009
Honours	200	106	53%	257	104	41%
Masters	590	130	22%	761	193	25%
Doctorate	778	139	18%	870	292	34%

(Source: BIRAP, 2009)

This is again represented visually in Figure 5.2. The growth in the number of Doctoral part-time staff is particularly noticeable here.

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[12] Several categories of qualification data were available from the BIRAP (2009) statistics but, due to discrepancies such as unknown qualification classifications it was decided to only focus on Honours, Masters and Doctorates. The latter also align with the data requested in the survey.
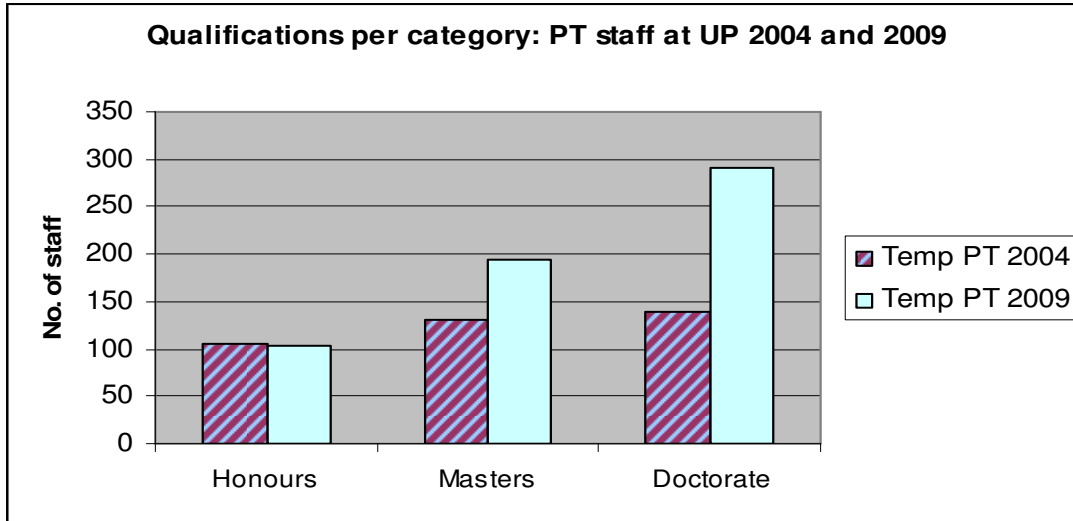
Fig 5.2 Qualifications per category: PT staff at UP

When the qualification profile of the respondents to this study is compared to the overall qualification profile of the University for 2009, the respondent profile in the Honours category appears to correlate well with that of the university. There were a higher percentage of respondents with a Masters in this study than is evident in the profile for the University and a lower percentage of respondents with a Doctorate. Specific statistics for the Humanities faculty were not available.

Analysis of PT staff according to race

Race was not considered in the questionnaire. The following statistics were however obtained from University databases and have relevance in explaining the biographical profile of part-time lecturers.

Tables 5.5.1 and 5.5.2 below indicate that, despite an increase in the racial diversity of part-time lecturers, a significant number of the part-time lecturer cohort in Humanities and the University as a whole is White. This however has decreased by 8 % over the period of study for Humanities and by 11 % for the University as a whole. There has been a concomitant growth of 9% in the proportion of African part-time lecturers in the university as a whole in this period. This aligns with the objectives of the Strategic Plan (2007-2011) of the University of Pretoria (n.d.) which indicates:

…it is incumbent on us to make special efforts to ensure that the current imbalances in our staff profile are rectified … In addition, we will specifically encourage excellent postgraduate students from these groups to pursue academic careers at the University of Pretoria.

Table 5.5.1 Analysis of temporary PT staff Humanities vs UP total by race group 2004

Race	UP stats 2004	% of UP PT total 2004	Temporary part-time Humanities 2004	% of Humanities PT total
African	162	12%	19	8%
Indian	31	2%	2	1%
Coloured	1	0%	0	0%
White	1222	86%	217	91%
Unclassified	1	0%		
Total	**1418**	100%	238	100%

(Source: BIRAP, 2009)

Table 5.5.2 Analysis of temporary PT staff Humanities vs UP total by race group 2009

Race	UP stats 2009	% of UP PT total 2009	Temporary part-time Humanities 2009	% of Humanities PT total
African	349	21%	44	14%
Indian	42	3%	5	2%
Coloured	21	11%	5	2%
White	1269	75%	269	83%
Unclassified			2	1%
Total	**1694**	100%	325	100%

(Source: BIRAP, 2009)

The differences in racial representation in the part-time component of Humanities staff are particularly obvious when considered visually in Fig.5.3.

PT staff in Humanities per race group
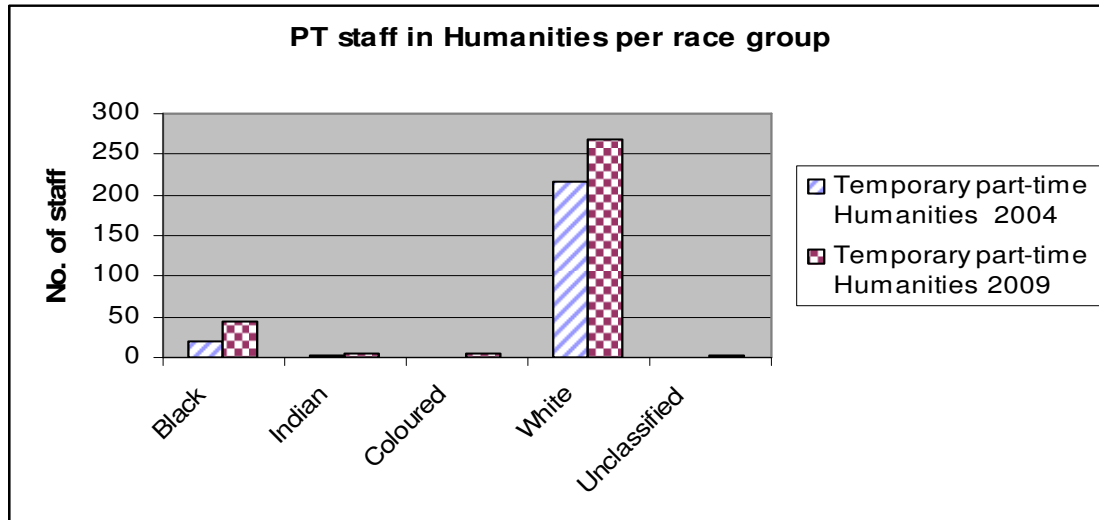
Fig 5.3: PT staff in Humanities per race group

Biographical data collected thus sketch a picture of a growing part-time lecturer cohort which is increasingly feminine and largely White. There is however growth in the number of African part-time lecturers, in line with University strategy. A significant number of part-time lecturers are in their early career stage. Finally, the part-time staff cohort has become increasingly qualified with significant growth in the number of Doctoral candidates.

Experience and workload

Having considered the qualification profile of the respondents to this study, it is necessary to consider the extent of their experience base. Respondents indicated having worked a mean of 16 years (with experience ranging from 2 - 45 years) in their career to date. A mean value of 4.6 of these years has been in a part-time (PT) capacity at UP (ranging from 3 months - 28 years).

Their average weekly teaching load at the university is 9 hours. (This figure is unlikely to include time allocated to student consultation and assessment load.)

Only 56% of respondents indicated agreement with the question related to satisfaction with their current work load (V73). Qualitative feedback may help to clarify this response. From this it would appear that workload as a part-time lecturer can be demanding and this may affect further development. A respondent explains that:

> The workload is sometimes overwhelming, which shifts the focus from pursuing my studies and fulfilling the obligations I have in that regard. Juggling time is always a problem. (B.A. HEd. – late career)

A different respondent tells that:

> The marking takes precedence over my own academic development. During exams I carry an equal marking load to senior lecturers. (Honours – early career)

Sentiments raised above are again echoed by the comment that this workload is driven by the need for an adequate income:

> My workload (in terms of hours per week and intensity) necessary for an adequate income is so heavy that it severely restricts the time available for further studies. (Masters – mid-career)

Sixty-five percent (65 %) of respondents however agreed that "My workload allows me time to pursue formal development opportunities" (V74). A possible interpretation here could be that respondents are equating a satisfactory workload with the related income. The number of positions held could provide further clarity on this part of the discussion.

Number of positions held

A hidden (possibly ignored) aspect of part-time employment is that of the number of positions such individuals need to generate a sustainable income. When asked "Is this your only part-time position?"(V8) – 56% (n=35) of respondents indicated 'no'.

Of the 35 who said this is not their only position, 50% indicated that they work in 2 positions with the remainder indicating that they work in more than 2 positions (V9). Sixty-one percent (61%) of respondents to this study suggest that the uncertainty of their current position necessitates that they keep their options open with more than one employer (V80). The effects of limited job security are highlighted by the following qualitative response which raises the point that:

> The uncertainty and lack of security make it vital to keep one foot outside the door in case my hours are reduced. Sometimes I have to reject outside projects because they clash with my commitments at university, thus losing even more outside work as a result. (Degree – mid-career)

5.3 Professional development

This study set out to investigate how part-time academics in Humanities manage and sustain their careers. Professional development can be considered an integral part of this process.

The survey asked participants if they have a career plan in place and 59 % of the respondents indicated their agreement here (V10). Together with this, 84 % of the sample indicated having personally contributed to their professional development in the past year (V11). A further 51 % of respondents are members of a professional organisation related to their discipline (V12) with 58 % having recently attended a conference as part of their professional development (V13). However, it seems that pursuing one's professional development can produce antagonism towards the university which allegedly does not financially support the part-time lecturer's development opportunities but benefits from the credit. This is gleaned from the following quotation regarding conference attendance:

> I have been a speaker at many international conferences. Unfortunately part-time staff get no financial support from the university to attend these conferences. In the process the University gets all the honor and credit and the speakers must sponsor themselves to make this possible. (Doctorate - late career)

Publication is a traditionally accepted measure of academic career development and success. Despite this, a significant 76 % of respondents had not recently published a research paper in their field (V14). This is supported in Table 5.6 below where research reputation ranked 9th on a list of measures of career success. This begs the question as to whether this sector of the staff cohort prefers to be solely responsible for teaching or if they aspire in any way to comply with the full range of academic responsibilities. Reasons for not publishing may warrant further investigation.

A further significant number of 81 % of respondents read widely in their subject field (V15). Eighty-three percent (83 %) of respondents indicate that they make a conscious effort to keep abreast of career requirements in their academic field (V19).

This suggests that there is a strong focus on personal development in the part-time staff cohort. It is worth noting that 74% of respondents were in agreement that they make an effort to seek job assignments which allow them to enhance their professional knowledge and practice (V20). Only 68% of the respondents keep track of this part of their learning by documenting it in a conscious and systematic way (V18).

It is again worth noting that 73% of respondents make a conscious effort to develop networks with other academics in support of their personal development and learning (V19). This is to be seen separately from the need to network at conferences and as a result of research publication.

5.4 Measurement of career success

This section deals with the part-time academics' views regarding career success as well as opportunity for career advancement. Bryson (1998) identifies that there are typically no promotion criteria for part-time academics, nor is there a clear career structure. In this study only 52% of respondents were affirmative that their job offers opportunity for career advancement (V37).

This is highlighted by the following respondent who appears to be hinting at the lack of opportunity for career advancement in suggesting:

> I am a positive, hard-working, driven and passionate assistant lecturer but it is difficult to stay like this when you struggle to sustain yourself outside of the university due to the stipend you receive each month. There should be a lectureship that you can work towards, in other words, more opportunities for a better position and better pay - if you <u>deserve</u> it. Knowing this will motivate me and support career development (emphasis in the original).
>
> (Honours – early career).

How then would such PT academics measure career success? The ranking in Table 5.6 could be generated from the frequency of response to individual items in the questionnaire which relate to career success measures (V26-V35). (Here both those who agreed and those who strongly agreed to each of the statements were counted together.)

Table 5.6: Measures of career success

Measure of career success	Ranking (based on % agreement)
Accumulated knowledge	98% (1)
Development of skills portfolio	95% (2)
Psychologically meaningful work leading to an inner feeling of achievement	95% (2)
Autonomy	89% (3)
Student feedback	81% (4)
Peer feedback	74% (5)
Professional status	71% (6)
Pay increases	70% (7)
Research reputation	62% (8)
Promotion	53% (9)

Intrinsic motivators appear to feature strongly as career drivers. The high priority accorded by respondents to the accumulation of knowledge (98% agreement) and the development of a skills portfolio (95% agreement) is significant to our understanding of the career management strategies of part-time lecturers. That psychologically meaningful work leading to an inner feeling of achievement ranked joint second (95% agreement) provides strong evidence for elements of a boundaryless career orientation being evident in the sample in question. The high importance given to autonomy would also have implications for the management of part-time lecturing staff.

Bryson (2004b) as well as the AAUP (2003) suggest that part-time academics find it difficult to build a research reputation. The low ranking of research reputation as a career success measure should be seen together with the earlier discussion of 76% of respondents not having published recently. (Also see the two-way analysis of relationship in Table 5.13 below where research reputation as a measure of career success is considered together with recency of publication.) The following comment has relevance in this regard, and in the section to follow:

> At present I am conducting post-doctoral research, but although the HOD is aware of it, no one ever asks what I have done for my Doctorate or how the new research can benefit the Department. It feels as if they do not want or do not care about the efforts that one goes to, to gain doctoral and post-doctoral experience. (Doctorate- mid-career)

This comment appears to suggest that management support could play an important role here.

5.5 Skills development and experience

Literature suggests that PT academics' skills may typically be underutilised and that they only perform a fragment of the full range of academic responsibilities (AAUP, 2003). When asked to respond to the question: "My work covers the full spectrum of academic functions fulfilled by my full time colleagues (i.e. teaching; research; community service; administration and management –V65), 57% of respondents disagreed. (It may warrant

investigating whether this is by choice or purely the result of the part-time lecturer job design.) A respondent sheds a more personal view on this by saying:

> Part-time staff are not included in the discussions around vision/planning for the unit. (They) only lecture; they are not involved in other aspects of academia such as research and writing. (Masters degree – mid-career)

In the training dimension of the conceptual framework it indicated that part-time academics have neither formal development plans nor access to an appraisal process. Together with this, limited training takes place (Bryson, 1998). In this study 66 % of respondents agreed with the statement that formal training and development is mostly reserved for full-time employees at their institution (V21). This figure increases to 70% who perceive that performance appraisal is mostly reserved for full-time employees at the institution (V22). (It should be kept in mind here that these respondents have worked for an average (mean) of 4.6 years in a part-time capacity for the institution.)

Eighty - nine percent (89 %) of respondents to this study are in agreement that they have built up a portfolio of skills which makes transfer to other institutions easy (V16). Seventy – five percent (75 %) of respondents consider their portfolio of career skills and experience to be their strongest selling point when applying for a new position (V25). Seventy – one percent (71 %) are satisfied with their part-time status at the institution as they value the skills and experience gained there (V17). This appears somewhat contradictory to the 46% of respondents who agreed that "The development opportunities provided by my current position align with my career objectives" (V23).

When open-ended responses were considered according to qualification levels, 50% of respondents with a Doctorate wrote most frequently of their skills development and experience (together with a perceived need for recognition and respect for their contributions). By comparison, 23% of Honours respondents raised this as an issue of importance (see Appendix I).

5.6 The respondents' career

It is evident that career self-management is of fundamental importance as 94 % of respondents consider themselves to have primary responsibility for the management of their careers (V24). This is supported later by 76% agreeing to the question "I manage my own career and my advancement is not the responsibility of my employer" (V36). Ninety-seven percent (97 %) of respondents agree that "It is very important to me to choose my own career path" (V41). This compares well to the 93 % who agree with the statement: "I navigate my career based on my personal priorities" (V42).

Sixty-three percent (63 %) of respondents indicated that their career to date had been characterized by short-term appointments (V39). This is a typical feature of part-time academic careers as identified by the AAUP (2003). Sixty-seven percent (67 %) of respondents agreed with the statement "I prefer the predictability that comes with working continuously for the same institution" (V40). This suggests that there may be a component of the part-time lecturer corps who leans closer towards the traditional career type.

5.7 The respondents' current position

When asked how they obtained their current position, 51 % of respondents indicated that they used their network of relationships. This appears to have been of more importance as only 10 % responded to an advertisement (V46-V48).

Why, then, do academics work in a part-time position? This may be fundamental in understanding their career management strategies. Bryson (2004b) suggests that part-time academic career choice may be necessitated by circumstances or the desire for a flexible lifestyle.

Table 5.7 below gives an overview of factors that respondents indicated as sources of attraction to their current position (V51-V64). Response frequencies were used to create a ranked list. (Those who agreed and those who strongly agreed to each of the relevant statements were counted together.)

Table 5.7: Factors attracting respondent to the current position

Factor	Ranking (based on % agreement)
Opportunity to develop skills in an academic environment	94% (1)
Position allows for the opportunity to work autonomously	89% (2)
Scheduling flexibility	86% (3)
Allows me to balance work and family	78% (4)
Position is challenging	68% (5)
This is an opportunity to supplement my income	63% (6)
I see this as a stepping stone into full-time work	62% (7)
Full-time work was not readily available	62% (8)
It allows me to stay active in my profession post-retirement	32% (9)
The pay	19% (10)
This is a transition into retirement	6% (11)

It is noteworthy that skills development and autonomy once again rank highly (when compared to Table 5.6 above). This reinforces the apparent importance attached to these factors by the respondents in question. Flexibility and work-family balance is again clearly important. (It is anticipated that these responses may further explain the 54% of respondents who indicated that they work part-time by choice.) In this regard a respondent indicates:

> I enjoy the part-time involvement as it allows for the flexibility I require. I think part-time employment offers excellent opportunities for those who would like to invest in their discipline (impart their knowledge) but not on a full-time basis. I have thoroughly enjoyed my nine years at UP. (Honours – mid-career)

From Table 5.7 it is clear that pay has a negligible influence in *attracting* respondents to their part-time positions. The analysis of qualitative comments (Appendices H and I) provides further clarity.

Job security and benefits appear to be a clear issue for part-time lecturers in their current position:

> The uncertainty related to part-time employment has a negative effect on any future planning. (Masters – late career)

A respondent who hopes to achieve a PhD indicates that:

> The fact that there is no retirement scheme is a big worry. I have to work long hours which makes it difficult to further my own academic studies. I feel there should be compensation based on teaching experience, and not solely on academic qualification. (Masters – late career)

It would appear that performance is being exchanged here for employability and marketability, as well as flexibility and the opportunity to learn. The latter is a key component of the boundaryless and related career concepts.

The fact that 62% of respondents see this as a stepping stone into fulltime work is worth noting by management. The question arises, however, as to what may happen should these expectations not be realised in the current academic labour market?

Work satisfaction in the employment relationship

Only 29% of respondents indicated that they had adequate job security (V66). It is significant that 71% of the respondents leaned towards a likelihood to leave part-time work if offered a permanent position (V38). This may possibly be explained by biographical factors such as financial insecurity due to the lack of a second income and warrants further investigation. It may also merely be a reaction to a work environment which is unstable, temporary and insecure.

Despite these insecurities there still appears to be strong evidence of these respondents investing in their (personal/transferable) careers. They (89%) indicated both a very strong sense of dedication to their academic discipline (V68) and also found that their work was

meaningful and gave them a sense of achievement (V72). Together with this 84% of respondents found their work interesting and challenging (V71). Fifty-four percent (54 %) of respondents, however, indicated that they work part-time by choice (V44). This would be particularly appealing as a post-retirement position. Here a respondent indicates:

> I just want to go on working part-time as long as I can. It gives me great
> satisfaction, is stimulating and enables me to share my expertise.
> (Masters – post-retirement)

In analysis of the open-ended questions 25% (15/60) respondents expressed their appreciation for being able to work part-time and for the flexibility that this type of work afforded them.

Commitment to colleagues

This section considers the relationship between part-time lecturers and their full-time colleagues. Sixty-eight percent (68 %) of respondents to this study agreed that they feel part of the departmental team within which they work (V67). While 78% of respondents agreed that they feel a strong sense of commitment to their part-time colleagues (V69), slightly fewer (75%) agreed to a similar sense of commitment to their full-time colleagues (V70). This suggests that the traditionally accepted importance of the collegium may be somewhat undermined by the part-time employment relationship.

Positional insecurity

Positional insecurity of part-time academics remains an issue of concern which is highlighted by an analysis of open–ended feedback (Appendix H). This positional insecurity implies financial insecurity. It was found from qualitative comments that 27% of individual respondents made reference to a lack of employment security, career uncertainty or the desire to search for another position. When comments about pay and financial security are aggregated together with this it was found that 72% (43/60) of comments relate to an implied need for financial security.

When these responses were considered according to qualification levels (see Appendix I) Masters respondents wrote most frequently (together with equivalent reference to further study) of their lack of employment security and a related search for work (37.5% of responses.) By comparison, Honours respondents raise the issue of lack of employment security with even greater frequency (at 53% of responses). This ranked as the top priority in the latter group.

When work-related tangibles (financial security, pay and the lack of employment security) are aggregated together it is interesting to note that 73% of Honours respondents raise this as an issue of concern, compared with 62.5% of Masters respondents and 50% of Doctoral respondents (see Appendix I).

Sixty-one percent (61%) of respondents to this study suggest that the uncertainty of their current position necessitates that they keep their options open with more than one employer (V80). This was alluded to earlier in the discussion of the number of positions occupied. This provides evidence of permeable workplace boundaries, which is a key feature of the boundaryless career. However, 78% of respondents disagree that the search for further work sometimes distracts them from focusing on their current job (V79).

5.8 Sustaining employment

One of the research questions of this study was to ask what strategies part-time lecturers have in place to manage and sustain a career. A significant number of respondents (84%) indicate that they make a conscious effort to build up a network of contacts in their field as these may one day be useful in alerting them to career opportunities (V78).

Sixty-five percent (65 %) indicate that they have other financial support which enables them to sustain a part-time career (V76). This possibly enables 59% of responses which indicate having freedom to choose when and how much work they accept (V77). It may also provide some explanation for why pay ranked 10th on the list of sources of attraction to the current position. Despite this, 60% indicated affirmatively that they sometimes just accept work to pay the bills (V75).

5.9 Comments highlighting hindrances

The following qualitative comments have relevance when considering responses to question 6.3 in Appendix F. This asks respondents what aspects of part-time academic employment hinder career development. These responses have been grouped into themes.

Facilities

Comments here include issues about adequate office facilities and lack of computer, printer as well as internet and telephone access. Access to necessary software to be able to work from home was mentioned. The fact that work-related calls made from home as well as internet usage from home were not compensated was also raised. Access to parking on campus was an issue. One respondent mentions:

> It is small things like this that make one irritable about the job. (Doctorate: late career)

Remuneration and benefits

Here responses included reference to having, at times, to take responsibility for aspects that were not remunerated. Another respondent queried the way remuneration was worked out for the different tasks they were responsible for.

Clearly the lack of fringe benefits is also at issue here with comments such as:

> …..one does not benefit… from…perks that are presented to full time staff, yet part-time lecturers perform the same work as their full-time colleagues. (Honours – early career)

Another respondent has the perception that:

> I don't get the benefits eg. pension, medical, but I have to work many more hours. (Masters – Mid career)

The following respondent appears to be struggling between their enjoyment of the work and an experience of being insufficiently remunerated.

> … this work is not well remunerated. While I enjoy the work and find it meaningful, I do not feel that I should be offering my time to students without proper remuneration. (Masters - early career)

The following comment points to a very real possibility of skills loss:

> …the pitiful pay and the expectation to work for FREE hinders my career development as it makes it very tempting to switch careers. (Masters – early career) (emphasis in the original)

Desire to be recognised for their contribution

The following comments have relevance here:

> Part-time staff do not get any recognition for the work that they do on behalf of full-time staff. (Doctorate – mid - career) (emphasis in the original)

The motivational role of validation is also highlighted:

> Getting validation for all my hard work (and long hours!!!!) would help immensely to motivate me to further my career. As things stand there really is no point…. (Honours – late career) (emphasis in the original)

Employment equity

Finally, the matter of employment equity is raised. This again suggests a desire for permanent employment.

> Equity issues – makes permanent appointment a challenge. (Masters graduate - mid - career)

5.10 Summary findings: frequency analysis

The preceding analysis serves to highlight part-time academics are a heterogeneous group in terms of their reasons for working part-time, and in their attitudes towards their jobs and turnover intentions. The following key themes are evident:

Employment relationships

Evidence has been found which reflects the unstable nature of the temporary work environment and part-time lecturers' responses to this. The latter response appears to take the form of multiple work relationships across organisational boundaries. They also mention their career being characterised by short-term relationships. Yet, despite their being categorised as 'temporary and part-time', the sample in question has worked for a mean of 4.6 years at the institution.

There are a significant number of part-time lecturers who would leave if offered a permanent position. The lack of employee benefits was also raised as a concern. There is also strong evidence of a network of relationships being utilised to help obtain employment. Nevertheless, some part-time lecturers appear happy with their work arrangements due to the flexibility that it offers them.

Skills and knowledge

The cohort in question is both well qualified and experienced. The respondents in question appear to be engaging actively in the accumulation of knowledge and the development of their skills portfolio.[13] The opportunity to develop their skills in an academic environment was a primary source of attraction to their current position. This point was also raised frequently in open-ended feedback. They see these skills as enhancing their career capital. This raises the question as to the extent to which these skills may be underutilised in the institution concerned. It also raises the question of knowledge movements into and outside of these organisational boundaries. Mention was

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[13] It is recognised that these findings would not necessarily differ from those of a full-time member of the academic staff.

made in the open-ended feedback of workload being a hindrance to academic development.

Measures of career success and progress milestones

The respondents in question show clear evidence of being intrinsically motivated in seeking personally fulfilling work – from this it can be deduced that their progress milestones are to be found in learning and knowledge. This is followed by the development of a skills portfolio as well as psychologically meaningful work leading to an inner feeling of achievement. Aspects that are conducive to career progress would be the existence of other sources of financial support and a strong network of contacts.

An emerging career model?

The quantitative aspect of this study has thus given noteworthy evidence of how part-time lecturers measure career success and the strategies they employ to manage and sustain their careers. There is clear evidence of a tendency to work across organisational boundaries. This study has also identified performance being exchanged for marketability and employability. However, there is also strong evidence that part-time lecturers experience the need for job security and a preference for the predictability that comes from with working continuously for the same institution. In this regard it must be noted that Jacoby (2005) suggests that the majority of part-time faculty prefer full-time work. This is often substituted by securing heavier than average teaching loads.

5.11 Relationships between variables

Once some familiarity had been gained from a frequency analysis of the data as discussed above, further statistical analysis was done to explore possible relationships between variables. Various associative hypotheses were proposed for possible relationships and statistical analyses were conducted to test these for significance. The Chi-squared test was used. Fisher's exact test had to be used in cases where the responses in some categories were too sparse to use the Chi-square test.

Both of these tests test the null hypothesis that 2 variables are independent of one another. If the probability or p-value is <0.05 then the null hypothesis should be rejected and the test provides statistically significant evidence of an association or relationship between the variables. Interpretation of the two-way table summarising the frequency counts and percentages for the variable responses allows the relationship to be described.

The summarised outcome of this analysis is attached as Appendix J. Only those variables which showed a statistically significant relationship are discussed in further detail below[14]. Statistically significant relationships between variables are discussed within the following broad headings:

- The relationship between qualification and career stage
- The relationship between qualification and the number of positions held
- The extent to which the part time position is perceived to offer career advancement opportunity
- Measures of career success
- The sources of attraction to part-time work
- The likelihood to leave part time work

A more fine-grained analysis of the above can be found in the discussion to follow.

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[14] Figures discussed here may differ slightly from figures discussed earlier due to the fact that two-way analysis compounds the frequency of missing data from both individual tables.

5.11.1 Qualification and career stage

A two-way analysis was done of respondent qualification according to career stage[15] to provide further clarity on their biographical profile as discussed earlier. The results of Fisher's exact test provide evidence that a relationship exists between the respondents' qualification and career stage.

Sixty-four percent (64 %) of respondents who have an Honours degree consider themselves to be in the early stages of their career. The bulk of respondents who have a Masters degree (41.67%) consider themselves to be in mid-career. Sixty percent (60 %) of Doctoral graduates, are in their mid- career stage.

[15] **Table 5.8 Qualification: career stage**

	V3: Qualification	**V5:Career stage**			
		Early	Mid-	Late	Total
Frequency Percent Row % Column %	Honours	16 29.63 64 72.73	5 9.26 20 27.78	4 7.41 16 28.57	25 46.3
	Masters	6 11.11 25 27.27	10 18.52 41.67 55.56	8 14.81 33.33 57.14	24 44.44
	Doctorate	0 0 0 0	3 5.56 60 16.67	2 3.7 40 14.29	5 9.26
	Total	22 40.74	18 33.33	14 25.93	54 100
	Frequency missing = 9				

Fisher's exact test p-value   0.0118

5.11.2 Qualification and number of positions held

It has been indicated that 56% of part-time lecturers in Humanities work in more than one position. Two-way analysis allows us to see the relationship between qualification and the number of part-time positions held.[16] The results of Fisher's exact test provide evidence that a relationship exists between respondent qualifications and the number of part-time positions occupied.

Twenty-five (25%) of the respondents who have more than one position have an Honours degree, 56.25% have a Masters degree and 18.75% have a Doctorate. This pattern does not correlate with likely pay scales per qualification level. More Masters graduates, who are employed on a higher hourly pay rate than their Honours colleagues seem to be filling multiple positions. This may perhaps be explained by the fact that they are probably in mid-career with related family obligations.

[16]

Table 5.9 Number of positions: qualification

	V8: Number of part-time positions	V3: Qualification			
		Honours	Masters	Doctorate	Total
Frequency	Yes	18	7	1	26
Percent		31.03	12.07	1.72	44.83
Row %		69.23	26.92	3.85	
Column %		69.23	28	14.29	
	No	8	18	6	32
		13.79	31.03	10.34	55.17
		25	56.25	18.75	
		30.77	72	85.71	
	Total	26	25	7	58
		44.83	43.1	12.07	100
	Frequency missing = 5				

Fisher's exact test p-value	0.0021

5.12 Career advancement opportunity offered by part-time position

5.12.1 Relationship between gender and the view that the part-time job offers opportunity for advancement

Here analysis enables consideration of possible relationships between gender and the perception part-time lecturers have regarding career advancement opportunities.[17]

The results of Fisher's exact test provide evidence that a relationship exists between respondent gender and the view that their job offers opportunity for career advancement. It was found that 24.24% % of respondents who agreed that "My job offers me opportunity for career advancement" were male and 75.76% who agreed were female. This is not surprising as most of the respondents to this study were women. Of the respondents who disagreed that their job offered advancement opportunity, 3.33% were male and 96.67% were female. Taken as a whole, we can see that only 52.38% of all respondents agree that their job offers opportunity for career advancement. Further clarity on this result may be found in the analysis to follow.

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[17]

Table 5.10 Job opportunity for advancement: gender

	V37: Job offers opportunity for career advancement	V1:Gender		
		Male	Female	Total
Frequency	Agree	8	25	33
Percent		12.7	39.68	52.38
Row %		24.24	75.76	
Column %		88.89	46.3	
	Disagree	1	29	30
		1.59	46.03	47.06
		3.33	96.67	
		11.11	53.7	
	Total	9	54	63
		14.29	85.71	100

Fisher's exact test p-value   0.028

5.12.2 Relationship between qualification levels and the view that part-time job offers opportunity for advancement

Perceptions regarding career advancement opportunities were then analysed according to qualification levels[18]. The results of Fisher's exact test provide evidence that a relationship exists between respondents qualifications and the view that "My job offers me opportunity for career advancement".

More part-time academics with a lower qualification seem to see opportunity for career advancement than those with a higher qualification. Sixty percent (60 %) of respondents with an Honours degree, only 26.67% of respondents with a Masters qualification and 13.33% of respondents with a Doctorate agree that their job offers them opportunity for career advancement. This raises a question about the respondents who see no opportunity for career advancement in their current position. This may be a source of staff turnover. Together with this, one needs to consider other measures of career success indicated in Table 5.6 as discussed earlier in the chapter (V26-V35).

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[18]

Table 5.11 Job opportunity for advancement: qualification

	V37: Job offers me opportunity for career advancement	V3:Qualification			
		Honours	Masters	Doctorate	Total
Frequency Percent Row % Column %	Agree	18 31.03 60 69.23	8 13.79 26.67 32	4 6.9 13.33 57.14	30 51.72
	Disagree	8 13.79 28.57 30.77	17 29.31 60.71 68	3 5.17 10.71 42.86	28 48.28
	Total	26 44.83	25 43.1	7 12.07	58 100
	Frequency missing = 5				

Fisher's exact test   p-value 0.0293

5.13 Measures of career success

5.13.1 Relationship between qualification and the measurement of career success by skills portfolio development

The results of Fisher's exact test provide evidence that a relationship exists between respondent qualifications and the view that the development of a skills portfolio[19] is a measure of career success.

The majority of the respondents (47.27%) who agree that the development of their skills portfolio is a measure of their career success have an Honours degree, while 43.64% of respondents who have a Masters degree agree and 9.09% of respondents who agree have a Doctorate. In total a clear majority of all the respondents agree that "The development of my skills portfolio" is a measure of career success.

None of the Honours respondents disagree with the statement that the development of their skills portfolio is a measure of their career success. By comparison, 33.33% of respondents who disagree with the statement have a Masters degree and 66.67% of

19

Table 5.12 Career success in skills development: qualifications

V34: Career success measured by development of skills portfolio	V3: Qualification			
	Honours	Masters	Doctorate	Total
Agree	26	24	5	55
	44.83	41.38	8.62	94.83
	47.27	43.64	9.09	
	100	96	71.43	
Disagree	0	1	2	3
	0	1.72	3.45	5.17
	0	33.33	66.67	
	0	4	28.57	
Total	26	25	7	58
	44.83	43.1	12.07	100
Frequency missing = 5				

Frequency
Percent
Row %
Column %

Fisher's exact test   p-value   0.0181

respondents who disagree with the statement that the development of their skills portfolio is a measure of career success have a Doctorate.

5.13.2 Recent publication and view that research reputation is a measure of career success

The traditional view in the academic environment is to measure career success by research reputation. This was raised as a question for part-time lecturers and correlated with recent publication of a research paper.

When the Chi-square statistic was calculated, evidence was provided that a relationship exists between the respondents' publication history and their measurement of career success by research reputation.[20]

[20]

Table 5.13 Career success in research reputation: recent publication

V30: Research reputation is a measure of career success	V14:Recent publication of a research paper		
	Yes	No	Total
Agree	13 21.67 35.14 86.67	24 40 64.86 53.33	37 61.67
Disagree	2 3.33 8.7 13.33	21 35 91.3 46.67	23 38.33
Total	15 25	45 75	60 100
Frequency missing = 3			

Frequency
Percent
Row %
Column %

Statistic	DF	Value	p-value
Chi-square	1	5.2879	0.0215

Some 35.14% of respondents who indicate that they have recently published a paper in their subject field agree that their career success can be measured by their research reputation. The 64.86% of respondents who indicated not having published recently also agree that research reputation is a measure of career success.

5.14 Sources of attraction to part-time work

There are sources of attraction to this mode of employment. Here consideration is given to the attractiveness offered by a flexible work schedule and the opportunity to balance work and family.

5.14.1 Career stage and the attractiveness of flexibility offered by the part-time position

The results of Fisher's exact test provide evidence that a relationship exists between the respondents' career stage and the importance attached to scheduling flexibility as a source of attraction to part-time work[21].

Closer analysis shows that there is slightly more agreement (38.78%) to be found in the mid-career group of respondents regarding flexibility as a source of attraction, when

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[21]

Table 5.14 Attraction of scheduling flexibility: career stage

	V52: Scheduling flexibility attracted me to current position	V5:Career stage		
		Early	Mid-	Late	Total
Frequency Percent Row % Column %	Agree	15 25.86 30.61 68.18	19 32.76 38.78 95	15 25.86 30.61 93.75	49 84.48
	Disagree	7 12.07 77.78 31.82	1 1.72 11.11 5	1 1.72 11.11 6.25	9 15.52
	Total	22 37.93	20 34.48	16 27.59	58 100
	Frequency missing = 5				
Fisher's exact test	p-value 0.0445				

compared to the early and late career groups. (This also ranked third highest on the list of factors attracting respondents to their current part-time position - see Table 5.7). It was found that 77.78% of respondents who disagree that flexibility is a source of attraction to the current position are in the early career stage. This suggests that they may be seeking more permanent employment opportunities from the outset. This two-way analysis should be seen in conjunction with the one to follow.

5.14.2 Career stage and the opportunity to balance work and family as a source of attraction to the part-time position

The opportunity to balance work and family is a source of attraction to a part-time position. Responses are again considered according to career stage.[22] The results of Fisher's exact test provide evidence that a relationship exists between respondent career stage and the fact that their current position is attractive in that it allows them to balance work and family. Seventy-six percent (76 %) of all respondents agree that the fact that their part-time position allows them to balance work and family is something that attracts them to such a position. This is again a point of note to management.

[22]

Table 5.15 Attraction of work-family balance: career stage

	V54:The opportunity to balance work and family as a source of attraction to current position	V5: Career stage			
		Early	Mid-	Late	Total
Frequency Percent Row % Column %	Agree	13 22.41 29.55 59.09	16 27.59 36.36 80	15 25.86 34.09 93.75	44 75.86
	Disagree	9 15.52 64.29 40.91	4 6.9 28.57 20	1 1.72 7.14 6.25	14 24.14
	Total	22 37.93	20 34.48	16 27.59	58 100
	Frequency missing = 5				

Fisher's exact test	p-value 0.0431

The majority of respondents (36.36%) who agree that the opportunity to balance work and family is a source of attraction to the current position are in mid-career. The fact that eighty-six percent (86 %) of the respondents to this study were female may assist in explaining this response. When considering the respondents who disagree that this is a source of attraction it is evident that 64.29% are in their early career.

5.15 Likelihood to leave part-time work
5.15.1 Likelihood to leave the current position and the view that part-time position is as a result of choice

Statistical evidence of a relationship was found to exist when the likelihood to leave is tabulated against the view that the part-time position is as a result of choice.[23]

Almost 93% of the respondents who disagree that they work part-time by choice also agree that they would be likely to leave for a permanent post. Furthermore, we see that the 53% who agree that they work part-time by choice also agree that they would leave if offered a permanent post.

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[23]   **Table 5.16 Work PT by choice : likelihood to leave**

V44 I work PT by choice	V38 Likely to leave for a permanent post		
	Agree	Disagree	Total
Agree	18	16	34
	29.03	25.81	54.84
	52.94	47.06	
	40.91	88.89	
Disagree	26	2	28
	41.94	3.23	45.16
	92.86	7.14	
	59.09	11.11	
Total	44	18	62
	70.97	29.03	100
Frequency Missing = 1			

Statistic	DF	Value	p-value
Chi-Square	1	11.874	0.0006

5.15.2 Likelihood to leave the current part-time position if offered a permanent position and the view that full-time work was not readily available

When the Chi-square statistic was calculated, evidence was found that a relationship exists between the likelihood to leave the current part-time position, if offered a permanent position, and the view that full-time work was not readily available.[24]

A noteworthy 86.84% of respondents, who agree that they were attracted to a part-time position due to full-time work not being readily available, also agree that they would be likely to leave if offered a permanent position elsewhere. When considering respondents who disagree that they were attracted to a part-time position due to full-time work not being readily available, we see that 45.83% of these still agree that they would be likely to leave if offered a permanent position.

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[24]

Table 5.17 FT work not readily available: likelihood to leave for a permanent position

	V55: Attracted to PT work as FT work not readily available	V38: If offered a permanent position I would be likely to leave		
		Agree	Disagree	Total
Frequency Percent Row % Column %	Agree	33 53.23 86.84 75	5 8.06 13.16 27.78	38 61.29
	Disagree	11 17.74 45.83 25	13 20.97 54.17 72.22	24 38.71
	Total	44 70.97	18 29.03	62 100
	Frequency missing = 1			

Statistic	DF	Value	Prob.
Chi-square	1	12.0065	0.0005

5.15.3 Career stage and likelihood to leave if offered a permanent position

From qualitative responses discussed previously it appears that staff turnover may be prompted by the need for employment security.

When the Chi-square statistic was calculated evidence was found that a relationship exists between respondent career stage and likelihood to leave for a permanent position[25].

Fifty percent (50 %) of respondents who agree that they would be likely to leave their current part-time position if offered a permanent position are in the early stage of their careers. Significantly fewer respondents from mid- and late career are likely to leave. The majority of the respondents who disagree with the statement (66.67%) are found in the mid-career stage.

If likelihood to leave is considered together with qualification, we see that 51.22% of respondents who are likely to leave are Honours graduates compared to 39.02% of Master's graduates and 9.76% of respondents with a Doctorate. A statistical relationship could not, however, be determined between the latter variables.

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[25]

Table 5.18 Likelihood to leave: career stage

	V38: If offered a permanent position I would be likely to leave	V5:Career stage		
		Early	Mid-	Late	Total
Frequency Percent Row % Column %	Agree	21 36.84 50 95.45	9 15.79 21.43 47.37	12 21.05 28.57 75	42 73.68
	Disagree	1 1.75 6.67 4.55	10 17.54 66.67 52.63	4 7.02 26.67 25	15 26.32
	Total	22 38.6	19 33.33	16 28.07	57 100
	Frequency missing =6				

Statistic	DF	Value	Prob.
Chi-square	2	12.1773	0.0023

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5.15.4 Likelihood to leave and experience of adequate job security

When the Chi-square statistic was calculated, evidence was found that a relationship exists between the likelihood to leave the current part-time position if offered a permanent position and the view that they have regarding job security.[26] This likelihood should be seen together with the finding discussed earlier that only 29% of respondents agreed that they experience employment security.

Fifty percent (50 %) of respondents who agree that they have adequate job security also agree that they would be likely to leave if offered a permanent position. It is noteworthy that 79.55% of respondents who disagree that they have adequate job security still agree that they would be likely to leave if offered a permanent position. The odds, it seems, are in favour of the likelihood to leave for permanent employment which suggests a 'permanent transience' in the part-time lecturer cohort.

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Table 5.19 Job security: likelihood to leave

V66: I have adequate job security	V38: If offered a permanent position I would be likely to leave		
	Agree	Disagree	Total
Agree	9	9	18
	14.52	14.52	29.03
	50	50	
	20.45	50	
Disagree	35	9	44
	56.45	14.52	70.97
	79.55	20.45	
	79.55	50	
Total	44	18	62
	70.97	29.03	100
Frequency missing =1			

Frequency
Percent
Row %
Column %

Statistic	DF	Value	Prob.
Chi-square	1	5.4122	0.02

5.15.5 Likelihood to leave and view that the uncertainty of the current position necessitates keeping options open with more than one employer

Here the experience of adequate job security and keeping options open with more than one employer is tabulated against the likelihood to leave for a permanent position[27]. This analysis should also be considered with loss of intellectual capacity to the institution in mind. That said it is recognised that beneficial skills transfer may also take place.

When the Chi-square statistic was calculated, evidence was found that a relationship exists between the likelihood to leave the current part-time position if offered a permanent position and the view that the uncertainty of the current position necessitates keeping options open with more than one employer.

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Table 5.20 Positional uncertainty: likelihood to leave

	V80: Uncertainty of current position necessitates keeping options open with more than one employer	V38: If offered a permanent position I would be likely to leave		
		Agree	Disagree	Total
Frequency Percent Row % Column %	Agree	32 52.46 86.49 74.42	5 8.2 13.51 27.78	37 60.66
	Disagree	11 18.03 45.83 25.58	13 21.31 54.17 72.22	24 39.34
	Total	43 70.49	18 29.51	61 100
	Frequency missing = 2			

Statistic	DF	Value	Prob.
Chi-square	1	11.5662	0.0007

It was found that 86.49% of respondents who agree that the uncertainty of the current position necessitates keeping options open with more than one employer also agree that they would be likely to leave, if offered a permanent position.

By comparison 45.83% of respondents who disagree that the uncertainty of their current position necessitates keeping options open with more than one employer also agree that they would be likely to leave, if offered a permanent position.

5.15.6 Likelihood to leave and the view that the current position is a stepping stone to full-time work

Here the view that the current position is a stepping-stone to full-time work is tabulated against the likelihood to leave if offered a full-time position.[28] It is evident that 94.74% of respondents who agree that their position is a stepping stone to full-time work also agree that they would be likely to leave for a permanent post. The 33.33% of those who disagree that this is a stepping stone to full-time work still agree that they would be likely to leave for a permanent post.

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[28]   **Table 5.21 Position is a stepping stone to FT work: likelihood to leave**

V61: This is a stepping stone to FT work	V38 Likely to leave for a permanent post		
	Agree	**Disagree**	**Total**
Agree	36	2	38
	58.06	3.23	61.29
	94.74	5.26	
	81.82	11.11	
Disagree	8	16	24
	12.9	25.81	38.71
	33.33	66.67	
	18.18	88.89	
Total	44	18	62
	70.97	29.03	100
Frequency Missing = 1			

Statistic	DF	Value	Prob.
Chi-Square	1	26.9183	<.0001

5.16 Main findings: statistical analysis

Strategies to manage and sustain a career

Qualification appears to play a role in the decision to work in multiple positions.

- It was found that a relationship exists between respondent qualifications and the number of part-time positions filled. Here the 56% of the respondents who are likely to have more than one position are Master's graduates.

Aspects conducive to or hindering career progress

Both gender and qualification appear to play a role in the perception that the part-time position offers opportunity for career progress.

- A relationship exists between respondent gender and the view that their job offers opportunity for career advancement. Ninety–seven percent (97%) of those who disagree that their job offers opportunity for career advancement are female.
- There is also a relationship between respondent qualifications and the perception that their job offers opportunity for career advancement. Sixty percent (60%) of those who are in agreement have an Honours degree, with significantly fewer Masters (27%) and Doctorate (13%) respondents being in agreement here.

Measures of career success

Honours graduates lay slightly more store on the importance of developing their skills portfolio. There is also a high level of agreement as to the importance of research reputation as a career success measure – despite the lack of recent publication.

- There is a relationship between respondent qualifications and the view that the development of a skills portfolio is a measure of career success. Here 47% of Honours and 43% of Masters graduates agree.
- A relationship is furthermore evident between the respondents' publication history and their measurement of career success by research reputation. Here 65% of all respondents who indicated not having published recently nevertheless agree that research reputation is a measure of career success.

What career model can best describe the part-time lecturer's career?

Both scheduling flexibility and the attraction to work-family balance are key elements of the boundaryless career orientation. In this study there is a clear indication that career stage plays an important role in this orientation. Mid–career respondents attach a higher level of importance to flexibility and work-family balance than their colleagues in other career stages.

- There is a relationship between respondent career stage and the importance attached to scheduling flexibility. A slightly higher number of mid-career respondents (38%) show agreement that scheduling flexibility is important whereas 78% of early career respondents disagree with this statement.
- A further relationship exists between respondents' career stage and the fact that their current position is attractive in that it allows them to balance work and family. Here 36% of mid-career respondents are in agreement and 64% of those who disagree are in their early career.

Further aspects conducive to or hindering a part-time academic career

Here the view that full-time work was not readily available, career stage, the view that respondents have regarding job security and the view that the uncertainty of the current position necessitates keeping options open with more than one employer are shown to influence their likelihood to leave. Together with this, the extent to which the part-time position is as a result of choice and the view that the current position is a stepping stone to full-time work have an influence on the likelihood to leave.

This suggests the possibility that the experience of a tenuous employment relationship may be a potential hindrance to career progress at the institution. In this regard leaving may be beneficial to the lecturer, but be a loss of skill and experience to the institution.

- There is a relationship between the level of choice related to the part-time position and the likelihood of leaving. A clear majority of respondents who disagree that they work part-time by choice also agree that they would be likely to leave for a permanent post. It is of interest that the 53% of respondents who agree that they

work part-time by choice also agree that they would leave if offered a permanent post.

- A relationship exists between the likelihood to leave the current part-time position, if offered a permanent position, and the view that full-time work was not readily available. Here 61% of all respondents are in agreement.

- A further relationship is evident between respondents' career stage and likelihood to leave for a permanent position. Fifty percent (50 %) of those who are likely to leave are in their early career while 67% of those in mid–career disagree that they would be likely to leave.

- There is also a relationship between the likelihood to leave the current part-time position, if offered a permanent position, and the view that respondents have regarding job security. Eighty percent (80 %) of those who disagree that they have adequate job security agree that they would be likely to leave for a permanent position.

- A relationship exists between the likelihood to leave the current part-time position, if offered a permanent position, and the view that the uncertainty of the current position necessitates keeping options open with more than one employer. Here 86.49% of respondents who agree that the uncertainty of the current position necessitates keeping options open with more than one employer also agree that they would be likely to leave if offered a permanent position.

- Finally, there is a relationship between the view that the part-time position is a stepping stone to full-time work and the likelihood to leave. A clear majority of respondents who agree that their position is a stepping stone to full-time work also agree that they would be likely to leave for a permanent post.

5.17 Concluding comments

The following points serve to integrate the summaries in 5.10 and 5.16 above.

Qualification and perception of advancement opportunity

The sample of part-time lecturers studied here are well qualified and working on furthering their qualifications and experience. They appear to recognise the role of their

skills portfolio in enhancing their career capital. A statistically significant relationship was found between these qualifications and the career stage occupied. The relationship between qualifications and the perception that the respondents' job offers opportunity for career advancement is also statistically significant, with the majority of those in agreement with this statement having an Honours qualification.

Employment boundaries

Clearly, part-time lecturers function in an unstable work environment. One of the ways in which they respond to this is by working in multiple positions across organisational boundaries and in developing networks of relationships. Statistical analysis found that Masters graduates are more likely than their colleagues to occupy more than one position. This provides some evidence that elements of a boundaryless career orientation are more likely to be found in this qualification group.

Likelihood to leave

There is a statistically significant relationship between the perception that the current uncertainty of their employment relationship necessitates keeping multiple career options open, and the likelihood to leave if offered a permanent position. Statistically significant relationships were also found which show that there is a likelihood to leave the current position for a more permanent one if full-time work was perceived not to be readily available. There is also a likelihood to leave if the position is viewed as a stepping stone to full-time work. The latter likelihood also relates to respondents who disagree that they work part-time by choice. This aligns closely to perceptions of adequate job security where inadequate job security would prompt a respondent to leave. If offered a permanent position, early career respondents are more likely to leave and mid – career respondents are less likely to do so.

Attraction to part-time work

Despite their likelihood to leave, part-time lecturers in Humanities find certain aspects of their work to be attractive. The source of attraction appears to lie in the scope it offers them to function within a flexible schedule – which again allows for work-family

balance. These are again characteristic of the boundaryless career. Flexibility and work-family balance is of particular importance to mid - career respondents.

Measures of career success

This was a key research question. It was found that part-time lecturers hold great store in the acquisition of knowledge, the development of a skills portfolio and psychologically meaningful work It was deduced from this that progress milestones for part-time lecturers - a gap highlighted in the conceptual framework - can be found in learning and knowledge. This aligns with elements of the boundaryless and protean career models. There is a relationship between respondent qualification and the view that a developed skills portfolio is a measure of success. A comparable number of Honours and Masters graduates agree here. There is, furthermore, a relationship between the respondents' publication history and the perception that career success lies in research reputation. Despite this there is a clear lack of investment in publication and research. This would hinder career progress and affect the research reputation of the institution. The cause of this is unclear.

Chapter 6: Discussion

6.1 Introduction

This chapter will consider the extent to which statistical findings and frequency analyses of this study can be linked back to the following research questions of this study:

- How do part-time lecturers measure career success?
- What aspects of part-time employment are conducive to, or hinder, a part-time academic career?
- What strategies, *if at all*, do these part-time lecturers have in place to manage and sustain a career?
- What career model can best describe the part-time lecturer's career at the University of Pretoria?

6.2 How part-time lecturers measure career success

How do part-time lecturers measure career success in an environment where performance is not managed by the institution? Career success measures identified by this study clearly indicate intrinsically motivating factors as being of importance to the part-time lecturer. Knowledge and skills acquisition feature here as primary priorities. From this progress milestones can also be inferred.

Accumulation of knowledge ranked highest as a career success measure. A subsequent priority indicated by respondents as a measure of career success is the development of a skills portfolio (see Table 5.6). This ranking is significant considering that individuals following a protean career exhibit evidence of continuous learning and the development of transferable competencies (Hall & Moss, 1998).This also appears to be supportive of Baruch (2004) who identifies the move from secure employment to 'opportunities for development' as being characteristic of the protean career. These priorities indicate the importance accorded to the development of transferable career competencies which Sullivan and Emerson (2000) link to a boundaryless career orientation. The opportunity

to develop skills in an academic environment was also indicated as a primary source of attraction to the respondents' current position (see Table 5.7).

Psychologically meaningful work leading to an inner feeling of achievement ranked third in importance as a measure of career success. The importance accorded by respondents to psychologically meaningful work is evidence of a focus on intrinsic rewards by persons in a boundaryless career seeking personally fulfilling work (Sullivan & Emerson, 2000).

It is of interest to this study that pay increases (typical indicators of career success in the traditional or boundaried career, ranked 7th and promotion (another typical traditional career success measure) ranked 9th (see Baruch, 2004 as well as O'Dowd & Kaplan, 2005). It would thus appear that part-time lecturers at Humanities are, to some extent, breaking with the traditional organisational measures of career success where hierarchical movement is seen as part of career advancement (Pringle & Mallon, 2003). Despite this, the lack of employment security - which implies financial security or pay issues - is raised in qualitative feedback by respondents as an area of concern. This is more evident in Honours respondents than in Masters respondents. A possible explanation for this may be that while pay scale is not a measure of career success, the lack thereof is perceived as a motivational hindrance (see Herzberg, as discussed in Pugh and Hickson, 2007).

A low ranking was given to research reputation as a measure of career success. This appears somewhat out of place given the priority accorded to knowledge and skills acquisition. This warrants further research given the value placed on this as a traditional measure of academic career success.

In sum, while pay increases and promotion opportunities are not primary drivers of career success the lack of employment security still features as an area of concern to individuals. That research reputation ranked 8th as a priority should be of concern to the institution.

6.3 Aspects of part-time employment which are conducive to, or hinder, a part-time academic career

The second research question endeavored to determine which aspects of part-time employment hinder a part-time academic career. Factors which are sources of attraction to part-time work are also discussed in this section.

Hindrances

The most important variables which have relevance here are career stage and positional insecurity. Together with this the collegial atmosphere appears to be undermined. There is also evidence that part-time academics' skills are not fully utilised.

The work of Feldman and Turnley (2001) has indicated that career stage is significant in explaining the work experiences of contingent academics. This is supported by statistical analysis done in this study which indicates that there is a relationship between career stage and the likelihood to leave if offered a full-time position (see Table 5.18). This study found that half of all respondents who would leave are in the early career stage, compared with approximately 21% in mid-career and almost 29% of late career respondents. From this we can anticipate that the highest staff turnover in the part-time cohort can be anticipated in the early career stage group. This has clear implications for management and possible staff appointments should any measure of stability be desired in the part-time staff cohort. There may be other drivers of career satisfaction at play in the mid- and late career group. Clearly this cohort has the potential to present a measure of stability to the part-time staff component.

Respondents to this study have worked for a mean of 4.6 years – which in itself shows some level of their commitment to the institution. Despite this they appear most aware of their positional insecurity. This directly influences their likelihood to leave. Statistically significant aspects relating to positional insecurity and likelihood to leave are:

- the extent to which the part-time position is not as a result of choice (see Table 5.16);
- the view that full-time work was not readily available (see Table 5.17);

- the view that respondents have regarding job security (see Table 5.19);
- the view that the uncertainty of the current position necessitates keeping options open with more than one employer (see Table 5.20);
- the view that the current part-time position is a stepping stone to full-time work (see Table 5.21).

These findings again have clear implications for the management of part-time staff and need to be addressed should more stability be required in the part-time cohort.

Some evidence was found from qualitative feedback to this study of the collegial atmosphere being undermined (also see the AAUP, 2003). There is evidence of slightly more commitment to part-time than to full-time colleagues: while 78% of respondents agreed that they feel a strong sense of commitment to their part-time colleagues, slightly fewer (75%) agreed to a similar sense of commitment to their full-time colleagues. Only 68% of respondents feel part of the departmental team. This could have implications for motivation to further a career in the institution.

Part-time lecturers' skills may be underutilised as they may perform only a fragment of the full range of faculty responsibilities (AAUP, 2003). In this study 57 % of respondents disagreed that their work covered the full spectrum of academic functions. The latter factor may also contribute to a feeling of disjunction from full-time colleagues.

Conducive factors

Sources of attraction to the current part-time position as derived from the frequency analysis of questionnaire responses are:
- the opportunity to develop skills in an academic environment which ranked first at 94%. (It is however feasible to assume that if part-time lecturers feel that their skills are being underutilised, as discussed above, this source of attraction to the part-time position could eventually be perceived as a hindrance.)
- the opportunity to work autonomously which ranked second at 89%.

These factors were followed by scheduling flexibility and work-family balance (see Table 5.7). The latter factors may indicate clear evidence of boundaryless career principles where traditional patterns of paid work are broken for personal or family reasons (Pringle & Mallon, 2003). There is once again a relationship between career stage and the attractiveness of the flexibility offered by the current position (see Table 5.14). More mid-career respondents (39%) found scheduling flexibility to be important. (It is anticipated that increased family obligations may be a significant factor at mid-career as the majority of respondents were female and respondent mean age was 39 years.) Together with this, a relationship was found to exist between career stage and the opportunity to balance work and family as a source of attraction to part-time work (see Table 5.15). Once again, the majority of respondents (36%) in agreement are to be found in mid-career.

In sum, part-time lecturers appear to be seeking the opportunity to develop skills, in an environment that allows for autonomous functioning, flexibility and work-family balance. Career stage plays an important role in both conducive factors and hindrances. Recognition should be given to their experience of positional insecurity as this directly influences their likelihood to leave. There is some evidence of a need to feel part of the departmental team – also by way of the full utilisation of their skills.

6.4 Career management strategies

What strategies, if at all, do these part-time lecturers have in place to manage and sustain a career? Frequency analysis shows that part-time lecturers appear to work in multiple positions, across organisational boundaries. They appear to value the role of relationship networks to support the maintenance of their career.

More than half of all respondents work in more than one position. Here we have evidence of movement across organisations and employers – an aspect typical of boundaryless careers (Pringle & Mallon, 2003). In support of this it was found that 61% of respondents suggest that the uncertainty of their current position necessitates keeping their options open with more than one employer. This appears to be a strategic response on the part of

part-time lecturers. It furthermore implies that there is underutilised intellectual capital on the part of the institution in that this capacity is being deployed to the benefit of other institutions.

Fifty-one percent (51 %) of respondents indicated using their network of relationships when asked how they obtained their current position. This is evidence of the importance of relationship networks in the boundaryless career perspective highlighted by Arthur and Rousseau (1996). Furthermore, 84% of respondents indicated making a conscious effort to build up a network of contacts in their field as these may be useful in alerting them to career opportunities.

In sum then, it appears that part-time lecturers respond strategically to the tenuous nature of their appointments by working across organisational boundaries. Their networks of relationships seem to play a significant role in establishing a 'safety network' here. Eighty-three percent (83 %) indicate actively keeping abreast of the career requirements of their academic field. This is further evidenced in 84% of the respondents who indicated having personally contributed to their professional development in the past year and 81% reading widely in their subject field.

6.5 Appropriate career model

What career model can best describe the part-time lecturer's career at the Faculty of Humanities, University of Pretoria? It is proposed that part-time academics (and their employing institutions) need to reconceptualise their view of a career to enable the planning and sustenance of a meaningful career and work relationship. To explore this further the conceptual framework will be revisited.

Table 6.1 Conceptual framework applied

Aspect	Traditional Career Type	*Part-time academics: career features*	Boundaryless/ protean career type
Environmental characteristic	Stability	Clear evidence found that the respondents experience positional insecurity. Working in multiple positions may be an intelligent response to an uncertain work environment. This leans towards the boundaryless career. There is however also evidence that they prefer the predictability of working continuously for the same institution. This preference leans more toward the traditional career type.	**Boundaryless:** May be a response to realities of uncertainty and risk. **Protean career:** An intelligent response to a turbulent environment.
Employment relationship	Job security for loyalty and commitment	Seventy–five percent (75 %) of respondents consider their portfolio of career skills and experience to be their strongest selling point when applying for a new position. Seventy-one percent (71 %) are satisfied with their part-time status at the institution as they value the skills and experience gained there. Definite evidence found of appreciation for a flexible lifestyle in the sample in question. There is a stronger leaning towards the boundaryless career here.	**Boundaryless**: Performance exchanged for employability and marketability as well as flexibility and opportunity to learn. Loyalty to the profession. Change from reliance on the firm to self-reliance. **Protean:** Contract with the self and one's work, not the organisation.

Career choice	Once-off, early in career	While seventy-one percent (71 %) of respondents value the skills and experience their position has offered them, only 46% of respondents agreed that 'The development opportunities provided by my current position align with my career objectives.' Further investigation may be warranted to determine the extent to which career orientation is more traditional or boundaryless here.	**Boundaryless:** Repeated, sometimes cyclical at different age stages. May be determined by opportunity to learn and the fit between the skills, expertise, network and knowledge-creation opportunities presented.
Career horizon	Long term	Sixty-three percent (63 %) of respondents said that their career had been characterised by short-term appointments. This tends to lean more towards the boundaryless orientation.	**Boundaryless:** Short term. View career as a series of steps.
Responsibility for career management	Organisation	Here 94% of respondents agree that they have a primary responsibility to manage their careers and 84% indicate that they make a conscious effort to build up a network of contacts. Fifty-one percent (51 %) indicated having obtained their current position by way of their relationship network. Strong evidence found of a boundaryless and protean career here.	**Boundaryless**: Individual, making use of network relationships to identify career opportunities. **Boundaryless and protean:** Career self-management.

Boundaries/ Workplace	One or two firms	Fifty-six percent (56 %) of all respondents work in more than one position. Clearly respondents lean more towards the boundaryless career in this respect.	**Boundaryless:** Multiple organisations.
Measurement of success	Pay increases, hierarchical promotion and status	Very strong evidence was found of psychologically meaningful work leading to an inner feeling of achievement being a career success measure. This ranked joint second with the development of their skills portfolio (with 95% agreement). (Accumulated knowledge ranked first.) Strong evidence found here of a boundaryless and protean career inclination.	**Boundaryless:** Psychologically meaningful work leading to an inner feeling of achievement. **Protean:** Criteria for career success internal and evidenced in employability.
Progress milestones	Age-related	Accumulated knowledge ranked first as a career success measure and can be inferred to be a progress milestone. The development of a skills portfolio could also be inferred to be a progress milestone. Together with points raised regarding success measures, strong evidence found here of a boundaryless and protean career inclination.	**Boundaryless:** Learning, knowledge and results related. **Protean:** Requires continuous learning.
Skills	Organisation specific	Eighty-nine percent (89 %) of respondents to this study are in agreement that they have built up a portfolio of skills which	**Boundaryless:** Transferable across multiple organisations. Multiple employer

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| | | makes transfer to other institutions easy. Here there is thus a leaning towards a boundaryless career perspective. | experiences support skill development and marketability.

Protean career: Consists of all the persons varied experiences. Career viewed as a continuous learning process requiring self-knowledge and adaptability. |
|---|---|---|---|
| **Training** | Formal programmes | The opportunity to develop skills in an academic environment ranked first in the list of factors about the current PT position which are attractive. The extent to which networks are serving as learning systems is not clear and may warrant investigation. Eighty-four percent (84 %) found their work interesting and challenging. Seventy-four percent (74 %) seek job assignments which allow them to enhance their professional knowledge and practice. This would suggest clear elements of a boundaryless and protean perspective. | **Boundaryless**: On-the-job training. Networks may serve as learning systems. **Protean:** Challenging assignments. |

The analysis in Table 6.1 has provided very definite evidence of part-time lecturers in Humanities leaning towards the boundaryless and protean career. The question arises as to whether part-time lectures in Humanities can be completely profiled according to the

boundaryless career model as only 54% of the sample in question indicated that they work part-time by choice. This study furthermore found strong evidence of part-time lecturers' likelihood to leave if offered a permanent position – also of their experience of positional insecurity. The latter is contradictory to the dimension of the boundaryless career orientation which O'Dowd and Kaplan (2005) identify as being a willingness to take risks.

Hall and Moss (1998) indicated that the protean career is an intelligent response to an economic environment which is turbulent and unforgiving. It is thus possible that the boundaryless and protean career inclinations evidenced here could be an adaptational response to the current economy and labour market. This is evidenced in the number of part-time lecturers who work across organisational boundaries – an aspect that was unclear at the commencement of this study. Working for multiple employers may need further investigation. This includes the aspect of the management of knowledge flows alluded to earlier.

Clarity has been obtained regarding the extent to which part-time lecturers take responsibility for their own career management. Of particular interest is the determination of the career success measures identified as important to part-time lecturers, namely accumulated knowledge, skills portfolio development and psychologically meaningful work. From this, learning, skill and knowledge acquisition can be inferred as career progress milestones. The limitations inherent to a part-time career choice and career horizon can be ameliorated by provision of a work environment providing for these career success measures. This would also address the need for training and the acquisition of transferable skills.

6.6 Conclusion

In this chapter the findings of the quantitative survey have been discussed in the context of the research questions as well as the conceptual framework which has guided this study. This discussion has shown the extent to which the research questions have been

answered by this study and, furthermore, has shown the applicability of the conceptual framework as a tool for analysis of the part-time academic career.

Some of the issues raised in the above analysis will again feature in the chapter to follow. Here recommendations are made regarding best practices at institutional and individual level. Consideration is also given to the implications of this research as well as areas of study requiring further investigation.

Chapter 7: Conclusions and recommendations

7.1 Introduction

The research problem which this study set out to investigate was "How do part-time lecturers manage and sustain their careers?" This has been discussed against the backdrop of a changing academic environment. Here non-permanent contracts are used to reduce institutional labour costs and increase efficiency (Farnham, 1999a). This is in a competitive higher education environment where student numbers have grown faster than staff size and where there is a concurrent need for organisational efficiency.

Evidence has been provided of the extent to which part-time lecturers exhibit a boundaryless career orientation. Together with this, primary measures of career success such as accumulated knowledge, a developed skills portfolio as well as psychologically meaningful work leading to an inner feeling of achievement have been identified. It was also shown that part-time academics respond to the tenuous nature of their employment situation by working across organisational boundaries and developing networks of career contacts so as to sustain a career.

Aspects that are not conducive to a part-time academic career such as early career stage, experience of positional insecurity and lack of inclusion into the collegium have been highlighted. Those aspects that support a part-time academic career are the opportunity to develop skills in an academic environment, the opportunity to work autonomously as well as scheduling flexibility and work-family balance.

The final research question of this study was to explore feasible strategies that could be put in place by the institution to facilitate the optimal development, utilisation and retention of the knowledge, skills and competencies of part-time academics in Humanities. It has been argued that a response to the issues surrounding part-time academic work is needed both at individual and institutional level.

7.2 Recommendations for best practice

7.2.1 Institutional responses

The call for an institutional response to the question of part-time academic employment highlights the following key themes:

- the utilisation of part-time academic staff should be part of a planned process;
- adequate attention should be paid to the development of such staff;
- the use of part-time academics should be an inclusive process as regards collegiality in the academic community; and
- recommendations relating to contracts and remuneration.

Institutional planning

This study shares the view of Barnes and O'Hara (1999) that institutions need to build the needs of part-time academic employees into their strategic thinking as they may not be getting the optimum benefit from their skills and commitment. Baldwin and Chronister (2001) propose that such faculty members are too often left to their own devices. Here a healthy balance needs to be struck between part-time lecturers' expressed need to function autonomously and the need to legitimise their membership of the academic community.

From Table 1.2 it is evident that in 2009, 49 % of lecturing staff at this institution were part-time academics and the part-time lecturers in Humanities constituted in the region of 62% of the academic staff in the faculty. By comparison, the AAUP (2003) goes so far as to recommend that no more than 15% of the total instruction provided by an institution – and no more than 25% of instruction provided by a department - should be provided by faculty without tenure track. Statistics provided in Chapter 1 of the current situation clearly differ considerably from this.

Bataille and Brown (2006) indicate that part-time staff should be given timely notice of appointment or reappointment. This may serve to ameliorate some of the positional insecurity discussed in section 5.7, which correlates to a likelihood to leave. Together with this, adequate orientation should be provided as well as office facilities,

commensurate with responsibilities. Some mention was made of the latter in qualitative responses. It is anticipated that adequate orientation could be supportive of staff retention.

Inclusive process as regards collegiality in the academic community

Sixty-eight percent (68 %) of respondents to this study agreed that they feel part of the departmental team within which they work. This raises questions as to the remaining respondents who do not feel part of their departmental team. Gappa, Austin and Trice (2005) as well as Bataille and Brown (2006) raise the issue of collegiality and community involvement whereby all faculty members participate in decision-making.

When asked to respond to the question: 'My work covers the full spectrum of academic functions fulfilled by my full-time colleagues (i.e. teaching, research, community service, administration and management)', 57% of respondents disagreed. This suggests the existence of underutilised skills. The AAUP (2003) suggests that part-time faculty appointments should be structured in such a way as to include the full range of faculty responsibilities, at least to some measure. This includes faculty governance. The problem however arises where the latter are typically not compensated for such work. The nature of part-time appointments should, however, provide for this.

The AAUP (2003) furthermore asserts their unwillingness to be associated with a subordinate tier of (part-time) faculty members. In this regard Baldwin and Chronister (2001) propose the need to move non-tenure-track faculty from the periphery and fully integrate them into the core operations of the academic community. Not doing so would deprive institutions of a valuable resource and unnaturally constrain faculty vitality. They also mention that a standardised tenure-based employment system is not compatible with a changing environment. This study has recognised the latter points in suggesting at the outset that there is scope to explore alternative methods of optimising on the relationship between part-time lecturers and their employing institutions, within the scope of their current employment contract.

Serious attention needs to be given to possible contributions that part-time staff can make to the research output of the institution in question. This is a recognised facet of the academic career and as such should also feature in the career output of part-time academics.

Investment in the part-time faculty resource

Gappa, Austin and Trice (2005) raise the issue of professional growth opportunities in terms of knowledge, skills and abilities. This would include orientation programmes and engagement in scholarly discussion. Both Ni Laoire and Shelton (2003) and Bataille and Brown (2006) recommend the provision of regular performance review and career guidance to contract staff. Part-time lecturers should also be able to build up a record of competence through peer review of their work (AAUP, 2003). The latter recommendations would possibly be the easiest to implement and would need to follow from the expansion of the definition of faculty membership. This record of competence, the AAUP (2003) suggests, should be linked to appropriate salary increases and reappointment.

A risk to the institution lies in the fact that the tenuous nature of the employment relationship remains conducive to the desire to obtain full-time work, should it become available. The risk is thus one of skills loss in a competitive educational environment, as well as underutilised capacity. This research also found that more than half of the respondents to the study work in more than one position. This suggests that institutions may need to take cognisance of the need to manage staff in a way that accommodates their work across organisational boundaries. Baruch (2004) calls for management awareness of the multiple commitments that employees carry and the related likelihood of decreasing organisational commitment. In this regard organisations should relinquish the desire to control, and should rather provide support and invest in people.

An ambitious vision would be to accredit skills acquired within a specific career path – which could be recognised inter-institutionally. Here Bataille and Brown (2006) propose that a clearly defined set of position descriptions and advanced titles be identified

commensurate with part-time faculty record and accomplishment. This again would require for institutional performance management systems to include part-time faculty. Bird's (1996) argument for a conceptualisation of the career as a repository of knowledge is particularly meaningful in the academic context. Institutions that impose constraints on knowledge creating activities may inadvertently encourage the movement of staff out of the organisational system. Part-time staff job satisfaction and retention could be facilitated by job design that facilitates the opportunity to accumulate knowledge and develop a skills portfolio. This once again hints at the need for proper performance management.

It has been suggested that the faculty is not getting optimum value out of the skills capacity of its part-time staff cohort as 56% of respondents are working in multiple positions. This highlights the possibility of knowledge flows out of the institutional system and, of course, the equal possibility of knowledge inflow. The question however arises as to whether systems are in place to capitalise on such knowledge inflows. In this regard Matusik and Hill (1998) call for the integration of acquired knowledge into the organisation by establishing a conducive organisational context. Organisations will benefit by the extent to which they are able to provide such a conducive organisational context. This can in part be achieved by managing the interface between contingent and traditional employees. To do this, the stereotype of contingent workers as inferior to regular employees needs to be broken down (Matusik & Hill, 1998). The latter point again appears supportive of the earlier comment concerning the need to redefine faculty membership.

Findings from this research indicate that the highest turnover is likely to be found in the early career stage group. Recognition needs to be taken of this factor and mechanisms be put in place to facilitate staff and related skills retention in this category. Opportunity to develop along a clearly-defined career path, together with a system of mentoring may assist in the retention of early career staff. This will contribute to stability.

Recognition needs to be given to the likely career needs of part-time staff in mid- and late career. Based on this research, allowance should be made for opportunities for skills development, flexibility as well as work-family balance and opportunity to work autonomously. This has clear implications for staff management and appointment decisions should any measure of stability be desired in the part-time staff cohort. The opportunity to experience work as being psychologically meaningful would further facilitate staff satisfaction. Furthermore, measures need to be taken to counter the experience of positional insecurity and promote a sense of cohesion between the full- and part-time members of the departmental team.

Contracts and remuneration.

This study is in agreement with Bataille and Brown (2006) who suggest that best practices should include benefits which are commensurate with the faculty load carried by part-time staff. It is however so that institutional guidelines[29] appear to dictate the limits of the work load accepted. Beyond these limits, the nature of the employment relationship would change[30]. An important consequence of these contractual limits is that they place a false barrier on the individuals' earning capacity, and their relationship with the institution. Part-time lecturers are to a large extent overcoming this by engaging in multiple employment relationships. Ni Laoire and Shelton (2003) propose the use of longer or more open-ended contracts and the provision of bridging contracts for staff between contracts. This would help address the experience of positional insecurity highlighted by respondents to this study. In this regard Ni Laoire and Shelton (2003) also suggest that pay gaps need to be mitigated by, for example, providing for relocation expenses. They further advocate the introduction of a national system enabling the transfer of employment rights between research institutions.

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[29] Temporary other (less than 15 hours per week).

[30] Temporary part-time (more than 15 hours and less than 40 hours per week).

7.2.2 Individual responses

Having considered recommended responses on the part of the institution, we also need to recognise individual agency on the part of the part-time lecturers concerned. How, then, should they manage their careers in a changing academic environment?

The analysis provided in Table 6.1 provides very definite evidence of part-time lecturers in Humanities leaning towards the boundaryless and protean career. This study has also shown that part-time lecturers experience positional insecurity and are likely to leave if offered a permanent position. It is likely that the boundaryless and protean career inclinations evidenced here could thus be an adaptational response to the current academic labour market (Hall & Moss, 1998).

Recommendations in the literature centre on the development of contact networks and marketable skills.

Networks of contacts

A significant number of respondents indicated that they make a conscious effort to develop their network of career contacts as these may one day be of benefit in alerting them to career opportunities. They also indicated that they obtained their current position through such a relationship network. This suggests that they have developed the capacity to tolerate the marginality of their position in part by building up networks of contacts as suggested by Allen-Collinson (2003) and Sullivan and Emerson (2000). These networks have the further potential to serve as learning systems – by integrating individuals into communities of practice, which again opens doors to employment opportunities (Bird, 1996). The extent to which these networks serve as learning systems may warrant further investigation.

Multiple contracts and transferable skills

Baruch and Hall (2004:260) propose that new, more entrepreneurial opportunities for personal development may open up as a result of changes in the academic environment. The academic of the future may need to function "…as a self-employed knowledge

worker, serving in boundaryless fashion in the research and development, production and marketing functions". More than half of the respondents here work in more than one position and indicate that they deal with the uncertainty of their current position by keeping options open with more than one employer. This suggests that they are aware of the need to respond in a resilient manner to the changing academic environment, as well as to the insecurity and unpredictability of their employment (Allen-Collinson & Hockey, 1998).

Sullivan and Emerson (2000) highlight the need to develop transferable skills that will increase their marketability, as a strategy to manage a boundaryless career. The move from secure employment to 'opportunities for development' is characteristic of the protean career (Baruch, 2004). In this regard a majority of respondents to this study recognise that their current position has enabled them to build up a portfolio of skills which would facilitate their marketability to other institutions. They also value the opportunity that they have to gain these skills and this is a primary source of attraction to their position.

Part-time lecturers responding to this study list accumulated knowledge as their primary career success measure. In this regard Bird (1996) proposes that the nature or quality of a career is defined by the information and knowledge that is accumulated through work experiences. An individual's career structure should therefore be considered in terms of those events that affect their personal store of knowledge. This may however necessitate a willingness to take risks and seek out new types of employment so as to find more meaningful work. This requires a planned strategy for obtaining their career objectives, which 59% of respondents indicate doing. The latter may include actions such as keeping a personal portfolio of skills and experience and keeping abreast of market needs. Sixty-eight percent (68 %) of respondents indicate capturing their learning in the workplace in a conscious and reflective way. This, according to Mallon and Walton, (2005) will help them to position themselves in response to changes in the market. They should not neglect ongoing formal development for the sake of more pressing short-term needs.

Here the evident priority accorded by respondents to accumulated knowledge, the development of a skills portfolio and further study has relevance.

In general it would therefore appear that part-time lecturers may be responding more proactively to changes in their work environment than are their employing institutions.

7. 3 Areas identified which warrant further research

A comprehensive study on the topic of part–time employment for lecturers would benefit considerably by a cross-disciplinary approach. Insights from the disciplines of both Industrial Psychology and Labour Law would be able to add value to such a study. There is also scope for more qualitative research.

This study has raised several questions which warrant further exploration.

Skills

A macro-level analysis of the skills needs at tertiary level in the country and the extent to which the possibly underutilised skills capacity in the part-time staff cohort can make a significant contribution here, has relevance. Potential benefits arising from a cross-pollination of skills obtained from part-time lecturers moving between positions at different institutions needs to be explored. In this regard, motivation for employment in multiple positions, as well as the movement of intellectual capital between such institutions warrants further investigation.

Quality of delivery

The whole issue of quality of delivery needs further investigation. While instructional quality was not explored in this study it is a relevant output of a part-time academic career and thus a matter warranting attention. The possible impact of positional insecurity needs investigation. This should include the extent to which contractual stipulations may discourage active participation in the academic environment as well as accessibility to students outside of the classroom.

Research

Possible reasons for part-time lecturers not having published need to be considered further – together with the low ranking accorded to research reputation on their list of measures of career success. This needs to be seen against institutional goals in this regard as well as publication being a traditional measure of academic career success. Capacity does seem to exist if consideration is taken that approximately 60% of part-time lecturers have a Masters or PhD. This begs the question as to whether this sector of the staff cohort prefers to be solely responsible for teaching, or if they aspire in any way to comply with the full range of academic responsibilities. Some evidence has been provided that workload may play a role here. Possible influential factors could be a need for institutional support. Together with this, an expanded definition of faculty may be relevant.

Management of human resources

A separate study could explore systems that need to be put in place to accredit individual performance within a non-traditional career path. Instead of focusing on positions held, an individual's career structure could also be studied in terms of those events that affect their personal store of knowledge. This area of interest has evolved during the course of this study. This could be seen together with the issues already raised regarding employment in multiple positions.

There is definite scope for research to benchmark best practices as regards part-time academic employment – within South Africa - and perhaps to compare this with practices abroad. This could include a comparative analysis on the extent of use of part-time academic employment in each of these institutions.

There would also be scope to research this topic from the viewpoint of critical theory to investigate possible vested interests and power relationships which may be at stake here. Such a study could explore whether there are any vested interests involved in maintaining a subordinate tier of faculty members. This would naturally be a more sensitive undertaking.

Sustaining employment

The dynamics of the network of relationships between part-time lecturers in acquiring work opportunities could also be of interest to explore further. While income is typically a sensitive topic, it would be interesting to determine income flows from the different positions accepted.

7. 4 Implications of this research

This research has contributed to a better understanding of the career management strategies of part-time academics in Humanities at the University of Pretoria. This has relevance to both the individuals as well as the institutional management structures concerned. It also warrants a strategic response on both parts. The boundaryless and protean career models have been found to have some descriptive and explanatory value here. These models have not, however, been able to account for the likelihood of part-time lecturers to leave for a permanent position.

Although some career management strategies are implied in the boundaryless and protean career models, further work may be warranted to capture guidelines for effectively navigating a changing academic career environment. This is particularly relevant to the tenuous employment relationship of part-time academics.

7.5 Concluding thoughts

Part-time academics are a heterogeneous group as regards their qualifications, career stages and motivations for working part-time. They form a significant part of the staff component at this institution. As such their role has a direct influence on teaching quality in the context of a competitive educational environment.

Based on their years of service many part-time lecturers are not in actual fact living up to their classification of being 'temporary'. They have indicated a commitment to their non-traditional careers by the extent to which they appear to engage in furthering their personal development. While their biographical profiles may differ, they appear to be in agreement regarding career success factors and sources of attraction to part-time work.

Part-time lecturers appear to be leaning strongly towards a boundaryless and protean career orientation, yet it seems likely that a significant number of them would leave for a permanent position if given the opportunity. As such, it appears that the latter career orientations may, for a number of the part-time lecturers in this study, merely be a response to a turbulent economic environment. There is thus some evidence here that part-time lecturers are responding in a strategic manner to some of the challenges they face. It is however possible that the connotation of 'temporary' which institutions accord to this group may leave a perception of their transience. This may lead to some inertia on the part of institutions to respond strategically to the needs of this component of their staff.

The reality is that the use of part-time staff is an entrenched facet of the academic environment. While little can be done to eliminate the constraints related to the nature of this employment relationship, there are ways in which its inherent disadvantages may be ameliorated. Institutions do not appear geared to get the best value out of the intellectual capital of their staff despite an environment where excellence is a source of competitive advantage (Gappa, Austin & Trice, 2005). They therefore need to build the needs of these temporary employees into their strategic thinking (Barnes & O'Hara, 1999). In this regard the significant priority accorded by respondents to the accumulation of knowledge and the development of skills may hold a key to a mutually beneficial work relationship between the institution and these part-time lecturers. Recognition of the need for inclusion of part-time academics into the full working of the collegium, together with systemic changes which allow for development and growth opportunities, may just be a source of continued attraction and staff retention. This would need to be managed within a system of performance appraisal that recognises part-time staff contributions within a flexible employment system.

A final thought comes from Coaldrake (2000:28):

> We need to broaden our view of what constitutes scholarship and how university work relates to the external world…Above all, we need to be able to harness the full potential of the knowledge and expertise available to our universities.

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Appendix A: Ethical clearance: Education
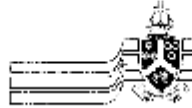
UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EM09/01/03
DEGREE AND PROJECT	MEd: Education Management Career management strategies of part-time lecturers in Humanities
INVESTIGATOR(S)	Linda-Anne Alston.
DEPARTMENT	Department of Education Management and Policy Studies
DATE CONSIDERED	15 July 2010
DECISION OF THE COMMITTEE	**APPROVED**

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE   Prof L Ebersohn

DATE   15 July 2010

CC   Dr Chaya Herman
                    Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix B: Ethical clearance Humanities

Faculty of Humanities
Research Proposal and Ethics Committee

21 August 2009

Dear Dr Herman

Project:	**Career management strategies of part-time lecturers in Humanities**
Researchers:	**L-A Alston**
Department:	**Education Management and Policy Studies**
Reference Number:	**28454147**

Thank you for your response to the Committee's correspondence of 15 May 2009.

I have pleasure in informing you that the Research Proposal and Ethics Committee formally **approved** the above study at an *ad hoc* meeting held on 20 August 2009. The approval is subject to the candidate abiding by the principles and parameters set out in her application and research proposal in the actual execution of the research.

The Committee requests you to convey this approval to Ms Alston.

We wish you success with the project.

Sincerely

Prof. Elsabé Taljard
Acting Chair: Research Proposal and Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: elsabe.taljard@up.ac.za

Research Proposal and Ethics Committee Members: Prof T Bakker; Prof M-H Coetzee; Dr A du Preez; Dr JEH Grobler; Prof KL Harris; Ms H Klopper; Prof E Krüger; Prof B Louw (Chair); Prof A Mlambo; Dr C Panebianco-Warrens; Prof G Prinsloo; Dr C Puttergill; Prof H Stander; Prof E Taljard; Dr J van Dyk; Mr FG Wolmarans

Appendix C: Permission for access

Prof Sandra Klopper
Dean: Faculty of Humanities

Re: Request for permission to conduct research in Humanities

I am a Masters student in Education Management at Groenkloof Campus of the University of Pretoria. The purpose of my research is to determine how part-time lecturers in Humanities manage and sustain their careers. My research proposal was accepted by the Faculty of Education on 25 November 2008 and I have obtained the necessary ethical clearance from the Education Faculty Ethics Committee. I have been in contact with Prof. Brenda Louw to gain the necessary permission from the Faculty of Humanities Ethics Committee. This is still in process.

I would appreciate your permission to gain access to the part-time lecturers of Humanities to conduct research for my dissertation.

I anticipate that this will require:
● The support of the different departmental heads in Humanities. As such I may need to communicate to both them and their part-time lecturers that you have agreed to such access, at a later date.
● The support of Human Resources in obtaining the names/contact details of the current intake of contact lecturers. Would be able to assist with permission here as well?

I would be most willing to make copies of any documentation available to your office should you so wish. As I am also a part-time lecturer with the Unit for Academic Literacy I would be available on campus regularly. Could we meet at your convenience to discuss this?

My supervisor can, if needed, be reached as follows:

Dr Chaya Herman
Senior Lecturer: Education Management, Law and Policy Studies, University of Pretoria
012 4205665
082 3756574

Kind regards

Linda-Anne Alston
082-70777 69

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1908 - 2008

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Permission granted to undertake the above study:

Career Management Strategies of Part-time Lecturers in Humanities

Signature:————————————————————————————————————

Dean: Faculty of Humanities

Date:——— 8/ 4/2009 ——————————————————————

Appendix D: Permission to use Bureau for Institutional Research and Planning Statistics

Mail Message

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Mail   Properties

From:	Elana VanVreden	Thursday - June 3, 2010 11:46 AM
To:	Chaya Herman	
CC:	p4254279@up.ac.za	
Subject:	Request for permission to use BIRAP statistics for research	
Attachments:	For attention Prof Nic Grove-2.doc (27 KB) [View] [Open] [Save As]	

Dear Dr Herman,

Prof Grové permits Ms Alston to use certain BIRAP statistics for her research. She can conatct Mr Hugo Mouton at telephone number 012 420 2666 or via e-mail address hugo.mouton@up.ac.za.

Kind regards

Elana van Vreden
Office of the Registrar / Kantoor van die Registrateur
Room 4-23, Administration Building / Kamer 4-23, Administrasiegebou
University of Pretoria RSA / Universiteit van Pretoria RSA
T: +27 (0)12 420 4236 / F: +27 (0)12 420 3696/3021

Appendix E: Invitation to participate and consent form

Faculty of Education/Fakulteit Opvoedkunde
School of Educational Studies/Skool van Opvoedkundige Studies
Department of Education Management and Policy Studies/Departement Onderwysbestuur en Beleidstudies
19 October 2009

Dear Part-time Lecturer

Invitation to participate in a pilot study: *Career Management Strategies of Part-Time Lecturers in Humanities*

The growth in the use of part-time academic employment presents distinct challenges to both the individual and tertiary education management. With this in mind, the purpose of this study is to determine how part-time lecturers in the Humanities Faculty manage and sustain their careers.

In this survey you will be asked to respond to a number of questions about your professional development, your experience of your current position and the actions you take to sustain employment. The aim of the questionnaire is thus to elicit information, comments and reactions from you about aspects relating to your career. It is recognised that you may consider some of this to be both sensitive and personal. Please note that both your anonymity and the confidentiality of your individual answers are held in the highest regard. Analyses will be done on the group as a whole and not on individual responses.

Kindly contact me, or my supervisor (contact details given below) should you require further information or clarity on this project, and especially if your participation in this study leaves you with any concerns. Further reading on the topic is available on request and if you are interested, a formal presentation on the results of this study could be arranged.

> Please only complete this survey if you are contracted on a part-time basis to lecture between February and November of 2009, and are remunerated on an hourly basis.
>
> The questionnaire should take you approximately 15-20 minutes to complete. Remember – there are no right or wrong answers. Please provide your personal response to any particular question.
>
> Please complete the attached questionnaire on the Excel spreadsheet and mail back to me at this address, or to Linda-a@telkomsa.net. You are welcome to fill it in by hand and scan this if you prefer. I would appreciate your response by 5 November 2009.

I would appreciate your voluntary support in this pilot study since your role as a part-time lecturer gives you a unique insight into this topic. You are free to withdraw from participation in the study at any time and you will not be disadvantaged in any way for either your participation or withdrawal.

On completion of this study data gathered will be stored for a period of 15 years, in accordance with University of Pretoria policy.

Supervisor:

Linda-Anne Alston   *Dr Chaya Herman*
HSB: 17-28   Senior Lecturer: *Education Management, Law and*
                                              Policy   Studies, University of Pretoria
Tel: 082 7077769   Tel: 012 4205665 *or*
linda.alston@up.ac.za   082 3756574
linda-a@telkomsa.net

Agreement to participate in study:

Please complete this for the purpose of my research records only. Kindly return this page separately from your responses to the questions to ensure your anonymity.

> The purpose of this study is to determine how part-time lecturers in Humanities at the University of Pretoria manage and sustain their careers. It will require of you to complete an anonymous questionnaire.

Your signature here indicates your agreement to participate voluntarily in this study.

It also indicates your agreement that the results of this study may be disseminated, or used in later research, with due respect for your anonymity and the confidentiality of your individual input.

Name:………………………………………….

Department/Unit/Centre:……………………….

Signature:………………………….

Contact detail(optional)**:………………………..**

Date:…../…../09

Appendix F: Questionnaire

				Office use
	Respondent number			V0
1	**Biographical** Please indicate your choice with a tick in the next column or fill in missing no. of years			
1.1	**What is your gender** Male Female	1 2		V1
1.2	What is your age?......... years			V2
1.3	**What is your highest qualification?** Honours degree Masters Degree Doctorate Other (*please specify*) _____	1 2 3		V3
1.4	**How many years have you worked in total? ….years**			V4
1.5	**Which career stage applies to you?** Early career (*early 20's* -30's) Mid career *(in your 30's-40's)* Late career (*50 - 65 years*) Post-retirement *(65 years and more)*	1 2 3 4		V5
1.6	For how many years have you worked as a part-time lecturer at the University of Pretoria? _____ years			V6
1.7	What is your average weekly teaching load at this institution? (Contracted classroom hours) _____ hours			V7
1.8	**Is this your only part-time position?** Yes (if yes, proceed to section 2 below) No	1 2		V8
1.9	**If your answer to the above is *no,* how many positions do you currently work in?** Two More than two	1 2		V9

2	**My professional development** (Please indicate your choice of 'yes' or 'no')	Yes	No		
2.1	I have a career plan in place. (i.e. I have a clearly structured development process in place whereby I manage my career.)	1	2		V10
2.2	I have personally contributed (i.e. at my own expense) to my professional development in the past year.	1	2		V11
2.3	I am a member of a professional organisation related to my discipline.	1	2		V12
2.4	I have recently attended a conference in my subject field as part of my professional development.	1	2		V13
2.5	I have recently published a research paper in my subject field as part of my professional development	1	2		V14
2.6	I read widely in my subject field.	1	2		V15

	Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here - your personal response is important*)	Strongly Disagree	Disagree	Agree	Strongly Agree	Office use
2.7	I have built up a portfolio of skills which makes it easy for me to transfer to other institutions.	1	2	3	4	V16
2.8	I am satisfied with my part-time status at this institution since I value the transferable skills and experience I gain here.	1	2	3	4	V17
2.9	I document my work-related learning in a conscious and systematic way.	1	2	3	4	V18
2. 10	I make a conscious effort to develop networks with other academics in support of my development and learning.	1	2	3	4	V19
2. 11	I consciously seek job assignments that allow me to enhance my professional knowledge and practice.	1	2	3	4	V20
2. 12	At my institution, formal training and development is mostly reserved for full time employees.	1	2	3	4	V21
2. 13	At my institution performance appraisal is mostly reserved for full-time employees	1	2	3	4	V22
2. 14	The development opportunities provided by my current position align with my career objectives	1	2	3	4	V23

3	**My career**					
3.1	Who, do you feel, is **primarily** responsible for the management of your career? (indicate the option you agree with most.)					
	This institution	1				V24
	Yourself	2				
3.2	When applying for a new position my **strongest** selling point is:(indicate the option you agree with most.)					
	My qualifications	1				V25
	My portfolio of career skills and experience	2				

3.3	**I measure career success by:** (Indicate the extent to which you agree with these statements):	**1**	**2**	**3**	**4**	
	Psychologically meaningful work leading to an inner feeling of achievement	1	2	3	4	V26
	Pay increases	1	2	3	4	V27
	Hierarchical promotion	1	2	3	4	V28
	Autonomy	1	2	3	4	V29
	Research reputation	1	2	3	4	V30
	Peer feedback	1	2	3	4	V31
	Student feedback	1	2	3	4	V32
	Professional status	1	2	3	4	V33
	Development of my skills portfolio	1	2	3	4	V34
	Accumulated knowledge	1	2	3	4	V35
3.4	I manage my own career and my advancement is not the responsibility of my employer	1	2	3	4	V36
3.5	My job offers me opportunity for career advancement	1	2	3	4	V37

	Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here - your personal response is important*)	*Strongly Disagree* 1	*Disagree* 2	*Agree* 3	*Strongly Agree* 4	Office use
3.6	If offered a permanent position , I would be likely to leave my current part-time position	1	2	3	4	V38
3.7	My career to date has been characterised by short-term appointments	1	2	3	4	V39
3.8	I prefer the predictability that comes with working continuously for the same institution	1	2	3	4	V40
3.9	It is very important to me to be able to choose my own career path	1	2	3	4	V41
3.10	I navigate my career based on my personal priorities	1	2	3	4	V42

3.11	I make a conscious effort to keep abreast of career requirements in my academic field	1	2	3	4		V43
3. 12	I work part-time by choice	1	2	3	4		V44
3.13	How I determine my career success is more important to me than how other people assess my career.	1	2	3	4		V45

4	**My current position**						
4.1	How did you obtain this position? (indicate the option that you agree with most)						
	I used my network of relationships	1	2	3	4		V46
	I responded to an advertisement	1	2	3	4		V47
	Other (specify)……………………………………	1	2	3	4		V48
4.2	At work I tend to compare my conditions of employment with: (*indicate the option that you agree with most*)						
	Other part-time lecturers	1	2	3	4		V49
	Full-time lecturers	1	2	3	4		V50

Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here - your personal response is important*)

4.3	**What attracted me to my current position?**	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	
	The pay	1	2	3	4	V51
	Scheduling flexibility	1	2	3	4	V52
	Opportunity to develop my skills in an academic environment	1	2	3	4	V53
	Allows me to balance work and family	1	2	3	4	V54
	Full-time work was not readily available	1	2	3	4	V55
	This is a transition into retirement	1	2	3	4	V56
	It allows me to stay active in my profession post retirement	1	2	3	4	V59
	This is an opportunity to supplement my income	1	2	3	4	V60
	I see this as a stepping-stone into full time work	1	2	3	4	V61
	The position is challenging	1	2	3	4	V62
	The position allows me to work autonomously	1	2	3	4	V63
	Other reason/s: (please specify)	1	2	3	4	V64
4.4	My work covers the full spectrum of academic functions fulfilled by my full-time colleagues (i.e. teaching; research; community service administration and management)	1	2	3	4	V65

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Office use
Work satisfaction: Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here - your personal response is important*)						
4.5	I have adequate job security	1	2	3	4	V66
4.6	I feel part of the departmental team in which I work	1	2	3	4	V67
4.7	I feel a strong sense of commitment to my academic discipline	1	2	3	4	V68
4.8	I feel a strong sense of commitment to my part-time colleagues	1	2	3	4	V69
4.9	I feel a strong sense of commitment to my full-time colleagues	1	2	3	4	V70
4. 10	My work is both interesting and challenging	1	2	3	4	V71
4. 11	My work is meaningful and gives me a sense of achievement	1	2	3	4	V72
4. 12	I am satisfied with my current work load	1	2	3	4	V73
4. 13	My work load allows me time to pursue formal development opportunities	1	2	3	4	V74
5	**Sustaining employment**					
5.1	I sometimes have to accept work just to pay the bills	1	2	3	4	V75
5.2	I have other financial support which enables me to sustain a part-time career	1	2	3	4	V76
5.3	I am free to choose when I accept work and how much work I accept	1	2	3	4	V77
5.4	I make a conscious effort to build up a network of contacts in my field as I may one day need them to alert me to career opportunities	1	2	3	4	V78
5.5	Sometimes the search for further work opportunities distracts me from focusing on my current job	1	2	3	4	V79
5.6	The uncertainty of my current position necessitates that I keep my options open with more than one employer	1	2	3	4	V80

6.1	**What do you hope to achieve in your career in the next five years?**

6.2	**How do you intend to achieve this?**

6.3	**Are there any aspects regarding part-time employment, which you feel *hinder* your career development, that you wish to bring to the attention of this study?**
	Thank-you for taking time to participate in this study

				Office use	
	Respondent number		008	**V0**	
1	**Biographical** Please indicate your choice with a tick in the next column or fill in missing no. of years				
1.1	**What is your gender** Male Female	1 ✓2		**V1**	2
1.2	What is your age?...24... years			**V2**	24
1.3	**What is your highest qualification?** Honours degree Masters Degree Doctorate Other (*please specify*) _____	✓1 2 3		**V3**	1
1.4	**How many years have you worked in total?** 3 .years			**V4**	3
1.5	**Which career stage applies to you?** Early career (*early 20's -30's*) Mid career (*in your 30's-40's*) Late career (*50 - 65 years*) Post-retirement (*65 years and more*)	✓1 2 3 4		**V5**	1
1.6	For how many years have you worked as a part-time lecturer at the University of Pretoria? _____ years			**V6**	—
1.7	What is your average weekly teaching load at this institution? (Contracted classroom hours) __4__ hours			**V7**	4
1.8	**Is this your only part-time position?** Yes (if yes, proceed to section 2 below) No	✓1 2		**V8**	1
1.9	**If your answer to the above is *no*, how many positions do you currently work in?** Two More than two	1 2		**V9**	—

2	**My professional development** (Please indicate your choice of 'yes' or 'no')	Yes	No		
2.1	I have a career plan in place. (i.e. I have a clearly structured development process in place whereby I manage my career.)	1	✓2	**V10**	2
2.2	I have personally contributed (i.e. at my own expense) to my professional development in the past year.	✓1	2	**V11**	1
2.3	I am a member of a professional organisation related to my discipline.	1	✓2	**V12**	2
2.4	I have recently attended a conference in my subject field as part of my professional development.	1	✓2	**V13**	2
2.5	I have recently published a research paper in my subject field as part of my professional development	1	✓2	**V14**	2
2.6	I read widely in my subject field.	✓1	2	**V15**	1

Indicate the extent to which you agree with the following statements. *(There are no right or wrong answers here - your personal response is important)*

		Strongly Disagree	Disagree	Agree	Strongly Agree	Office use	
2.7	I have built up a portfolio of skills which makes it easy for me to transfer to other institutions.	1	2 ✓	3	4	V16	2
2.8	I am satisfied with my part-time status at this institution since I value the transferable skills and experience I gain here.	1	2	3 ✓	4	V17	3
2.9	I document my work-related learning in a conscious and systematic way.	1	2 ✓	3	4	V18	2
2.10	I make a conscious effort to develop networks with other academics in support of my development and learning.	1 ✓	2	3	4	V19	1
2.11	I consciously seek job assignments that allow me to enhance my professional knowledge and practice.	1	2	3 ✓	4	V20	3
2.12	At my institution, formal training and development is mostly reserved for full time employees.	1 ✓	2	3	4	V21	1
2.13	At my institution performance appraisal is mostly reserved for full-time employees	1 ✓	2	3	4	V22	1
2.14	The development opportunities provided by my current position align with my career objectives	1	2 ✓	3	4	V23	2

3 My career

3.1 Who, do you feel, is **primarily** responsible for the management of your career? (indicate the option you agree with most.)

This institution	1	V24	2
Yourself	2 ✓		

3.2 When applying for a new position my **strongest** selling point is:(indicate the option you agree with most.)

My qualifications	1 ✓	V25	1
My portfolio of career skills and experience	2		

3.3 I measure career success by: (indicate the extent to which you agree with these statements)

	1	2	3	4		
Psychologically meaningful work leading to an inner feeling of achievement	1	2	3	4 ✓	V26	4
Pay increases	1	2	3 ✓	4	V27	3
Hierarchical promotion	1	2	3 ✓	4	V28	3
Autonomy	1	2	3	4 ✓	V29	4
Research reputation	1	2	3 ✓	4	V30	3
Peer feedback	1	2 ✓	3	4	V31	2
Student feedback	1	2 ✓	3	4	V32	2
Professional status	1	2	3 ✓	4	V33	3
Development of my skills portfolio	1	2	3 ✓	4	V34	3
Accumulated knowledge	1	2	3	4 ✓	V35	4

3.4	I manage my own career and my advancement is not the responsibility of my employer	1	2	3 ✓	4	V36	3
3.5	My job offers me opportunity for career advancement	1	2	3 ✓	4	V37	3

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		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Office use	
3.6	If offered a permanent position , I would be likely to leave my current part-time position	1	2	3	4	V38	4
3.7	My career to date has been characterised by short-term appointments	1	2	3	4	V39	4
3.8	I prefer the predictability that comes with working continuously for the same institution	1	2	3	4	V40	3
3.9	It is very important to me to be able to choose my own career path	1	2	3	4	V41	3
3.10	I navigate my career based on my personal priorities	1	2	3	4	V42	4
3.11	I make a conscious effort to keep abreast of career requirements in my academic field	1	2	3	4	V43	3
3.12	I work part-time by choice	1	2	3	4	V44	3
3.13	How I determine my career success is more important to me than how other people assess my career.	1	2	3	4	V45	4

4. My current position

4.1	How did you obtain this position? (indicate the option that you agree with most)						
	I used my network of relationships	1	2	3	4	V46	3
	I responded to an advertisement	1	2	3	4	V47	
	Other (specify)…………………………………………	1	2	3	4	V48	

4.2	At work I tend to compare my conditions of employment with: *(indicate the option that you agree with most)*						
	Other part-time lecturers	1	2	3	4	V49	4
	Full-time lecturers	1	2	3	4	V50	

Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here – your personal response is important.*)

4.3	What attracted me to my current position?	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4		
	The pay	1	2	3	4	V51	3
	Scheduling flexibility	1	2	3	4	V52	1
	Opportunity to develop my skills in an academic environment	1	2	3	4	V53	3
	Allows me to balance work and family	1	2	3	4	V54	3
	Full-time work was not readily available	1	2	3	4	V55	3
	This is a transition into retirement	1	2	3	4	V56	1
	It allows me to stay active in my profession post retirement	1	2	3	4	V59	1
	This is an opportunity to supplement my income	1	2	3	4	V60	3
	I see this as a stepping-stone into full time work	1	2	3	4	V61	4
	The position is challenging	1	2	3	4	V62	1
	The position allows me to work autonomously	1	2	3	4	V63	1
	Other reason/s: (please specify)	1	2	3	4	V64	
4.4	My work covers the full spectrum of academic functions fulfilled by my full-time colleagues (i.e. teaching; research; community service administration and management)	1	2	3	4	V65	2

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						Office use

Work satisfaction:
Indicate the extent to which you agree with the following statements. (*There are no right or wrong answers here - your personal response is important*)

		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4		
4.5	I have adequate job security	✓1	2	3	4	V66	1
4.6	I feel part of the departmental team in which I work	✓1	2	3	4	V67	1
4.7	I feel a strong sense of commitment to my academic discipline	1	2	✓3	4	V68	3
4.8	I feel a strong sense of commitment to my part-time colleagues	1	2	✓3	4	V69	3
4.9	I feel a strong sense of commitment to my full-time colleagues	1	✓2	3	4	V70	2
4.10	My work is both interesting and challenging	✓1	2	3	4	V71	1
4.11	My work is meaningful and gives me a sense of achievement	1	2	✓3	4	V72	3
4.12	I am satisfied with my current work load	✓1	2	3	4	V73	1
4.13	My work load allows me time to pursue formal development opportunities	1	2	3	✓4	V74	4

5	**Sustaining employment**						
5.1	I sometimes have to accept work just to pay the bills	✓1	2	3	4	V75	1
5.2	I have other financial support which enables me to sustain a part-time career	1	2	3	✓4	V76	4
5.3	I am free to choose when I accept work and how much work I accept	1	2	3	✓4	V77	4
5.4	I make a conscious effort to build up a network of contacts in my field as I may one day need them to alert me to career opportunities	1	2	✓3	4	V78	3
5.5	Sometimes the search for further work opportunities distracts me from focusing on my current job	1	2	✓3	4	V79	3
5.6	The uncertainty of my current position necessitates that I keep my options open with more than one employer	1	2	3	✓4	V80	4

Note:

The final page of the scanned questionnaire has not been included here as the respondent may be identifiable from their handwriting and the more personalized qualitative responses

Appendix H: Quantitative analysis of qualitative feedback

Coding unit	Tally (based on 60 qualitative responses)	Sum	Links/Comments
Research	1111	4	V14
Publishing	111	3	V14
Conferences	11	2	V13
Skills development/experience	11111111111	11	V16;V20;V34;V35;V53
Further study	111111111111111111	18	V15;V53;V74
Self fulfillment	1	1	
Recognition/respect for contribution	11111111	8	V21;V22
Inclusion	1111	4	V69;V70
Financial security	11111111111111	14	V27
Pay	1111111111111	13	V51;
Lack employment security/uncertainty/job search	1111111111111111	16	V38;V44;V61
Office/facilities	11111	5	
Workload	11111111	8	V74
Time demands	1111	4	
Management expectations	1111	4	
Contractual arrangements	11	2	
Fringe benefits	111	3	
Promotion opportunities	1	1	V37
Equity issues	1	1	
Appreciate part-time	1111111111	10	
Flexibility	11111	5	V52;V54
Status	1	1	V33
Networking	11	2	V19
No challenge	1	1	V62
Motivation	111	3	

Note:

In the list of issues raised above and in Appendix I to follow, broad categories of related responses have been suggested by the highlighting provided. Here research, publishing and conferences suggest a natural grouping of related academic outputs. Skills development and further study, together with self fulfillment are indicative of intrinsically driven personal development opportunities. Recognition and respect as well as the desire for inclusion are extrinsic aspects relating to the part-time academic's

position in the collegium. Financial security, pay and employment insecurities relate to points raised highlighting the tenuous nature of the part-time employment relationship. Access to facilities as well as workload, time demands and management expectations relate together as typical hindrances experienced by part-time academics. Contractual arrangements again imply the lack of fringe benefits, promotion opportunities and equity issues. The appreciation of part-time work stems largely from the opportunities it presents for flexibility. Issues such as status, networking, no challenge and motivation do not suggest a particular theme.

Appendix I: Quantitative analysis of qualitative feedback – disaggregated according to Qualification

Coding unit	Doctorate Sum	Rank	Masters Sum	Rank	Hons. Sum	Rank
Research	1 (17%)	3	1 (4%)		4 (13%)	6
Publishing			1 (4%)		1 (3%)	
Conferences						
Skills development/experience	3 (50%)	1	1 (4%)		7 (23%)	3
Further study			9 (37.5%)	1	8 (27%)	2
Self fulfillment			1 (4%)			
Recognition/respect for contribution	3 (50%)	1	2 (8.3%)	5	3 (10%)	7
Inclusion (lack thereof)	2 (34%	2	2 (8.3%)	5		
Financial security					2 (7%)	
Pay	2 (34%)	2	6 (25%)	2	4 (13%)	6
Lack employment security/uncertainty/job search	1 (17%)	3	9 (37.5%)	1	16 (53%)	1
Office/facilities	1 (17%)		1 (4%)		3 (10%)	7
Workload					5 (17%)	5
Time demands			1 (4%)		1 (3%)	
Management expectations					1 (3%)	
Contractual arrangements			4 (16.6%)	3	2 (7%)	
Fringe benefits			2 (8.3%)	5	2 (7%)	
Promotion opportunities					1 (3%)	
Equity issues			1 (4%)			
Appreciate part-time	1 (17%)	3	3(12.5%)	4	6 (20%)	4
Flexibility			3(12.5%)	4	3 (10%)	7
Status					1 (3%)	
Networking					1 (3%)	
No challenge			1 (4%)			
Motivation			1 (4%)			
Student development	1 (17%)	3	1 (4%)		1(3%)	
Community work	1 (17%)	3	1 (4%)			

Lack of understanding of univ. structures			1 (4%)			
Own business venture			1 (4%)			

Appendix J: Variables analysis summary table

Variable one	Variable two	Fishers exact test	Chi-Squared	Com-ments	Conclusion
V1 gender	V5 career stage	0.1133	Warning		
	V8 only PT position	0.4945	Warning		
	V9		Warning		
	V10 career plan	0.7247	Warning		
	V14 recently published	0.0161	Warning		
	V16 portfolio of skills makes it easy to transfer	0.5799	Warning		
	V17 satisfied with PT status as I value the skills	0.427	Warning		
	V19 conscious effort to develop networks	0.0981	Warning		
	V20 seek assignments to enhance prof. know. & practice.	0.4248	Warning		
	V25 my strongest selling point qualif or portfolio of skills	1	Warning		
	V37my job offers opport. for career advancement	0.028	Warning	Reject Ho	Relationship exists betw. V1 & V37
	V38 likely to leave if offered a permanent post	0.2632	Warning		
	V39 career charact by ST appointments	1	Warning		
	V44 I work PT by choice	0.7208	Warning		

	V51 Pay attracts me to current position	1	Warning		
	V52 Scheduling flexibility attracts me	0.1103	Warning		
	V53 Opportunity to develop skills in an academic environ.	1	Warning		
	V54 Enables me to balance work and family	1	Warning		
	V55 Full time work not readily available	0.721	Warning		
	V60 Opportunity to supplement income	1	Warning		
	V66 I have adequate job security	0.1039	Warning		
	V73 I am satisfied with my current workload	1	Warning		
	V74 My workload allows me to pursue formal dev. opport.	0.4725	Warning		
	V75 Sometimes accept work just to pay bills	1	Warning		
	V76 I have other financial support	1	Warning		
	V77 I am free to choose when & how much I work	1	Warning		
	V80 Uncertainty necessitates	1	Warning		

	that I keep options open				
V3: Qualification	V8 Only PT pos.	0.0021	Warning	Reject Ho	Relationship exists betw. V3 and V8
	V9 Number of positions filled	0.7962	Warning		
	V10 I have a career plan in place	0.8665	Warning		
	V16 portfolio of skills makes it easy to transfer	1	Warning		
	V17 satisfied with PT status as I value the skills	0.2826	Warning		
	V20 seek assignments to enhance prof. know. & practice.	0.4028	0.3253		
	V26 success measured by psych. meaningful work	0.4839	Warning		
	V27 success measured by pay increases	0.917	0.8623		
	V28 Success measured by hierarchical promotion	0.7575	Warning		
	V29 success measured by autonomy	0.1316	Warning		
	V30 success measured by research reputation	0.7902	Warning		
	V31 success measured by peer feedback	0.5182	0.4782		
	V32 success measured by student feedback	0.388	Warning		
	V33 success measured by professional	0.9178	0.9087		

	status				
	V34 success measured by development of my skills portfolio	0.0181	Warning	Reject Ho	Relationship exists betw. V3 and V34
	V35 success measured by accumulated knowledge	0.125	Warning		
	V37 My job offers me the opportunity for career advance.	0.0293	Warning	Reject Ho	Relationship exists betw V3 and V37
	V38 likely to leave if offered a permanent post	0.3475	0.3511		
	V44 I work PT by choice	0.6189	Warning		
	V66 I have adequate job security	0.3625	Warning		
	V75 Sometimes accept work just to pay bills	0.2509	Warning		
	V76 I have other financial support	0.3895	Warning		
	V77 I am free to choose when & how much I work	0.3928	Warning		
	V80 Uncertainty necessitates that I keep options open	0.2021	Warning		
V5 Career stage	V10 I have a career plan in place	0.7958	0.7276		
	V16 portfolio of skills makes it easy to transfer	0.1124	Warning		

	V17 satisfied with PT status as I value the skills	0.4535	0.4521		
	V20 seek assignments to enhance prof. know. & pract.	0.1808	0.1674		
	V26 success measured by psych. meaningful work	0.1875	Warning		
	V27 success measured by pay increases	0.2649	0.2514		
	V28 Success measured by hierachical promotion	0.1869	0.1751		
	V29 success measured by autonomy	1	Warning		
	V30 success measured by research reputation	0.3673	0.3527		
	V31 success measured by peer feedback	0.8592	Warning		
	V32 success measured by student feedback	1	Warning		
	V33 success measured by professional status	0.3986	0.4026		
	V34 success measured by development of my skills portfolio	0.1875	Warning		
	V37 My job offers me the opportunity for career advancement	0.1237	0.1244		
	V38 likely to leave if offered a	0.0019	0.0023	Reject Ho	Relationship exists betw. V5 and V38

	permanent post				
	V44 I work PT by choice	0.4867	0.466		
	V51 Pay attracts me to current position	0.2398	Warning		
	V52 Scheduling flexibility attracts me	0.0445	Warning	Reject Ho	Relationship exists betw. V5 and V52
	V53 Opportunity to develop skills in an academic environ.	0.1851	Warning		
	V54 Enables me to balance work and family	0.0431	Warning	Reject Ho	Relationship exists betw. V5 And V54
	V55 Full time work not readily available	0.4972	0.4747		
	V63 Position allows mw to work autonomously	0.2661	Warning		
	V66 I have adequate job security	1	Warning		
	V74 My workload allows me to pursue formal dev. opport.	0.2929	0.2776		
	V75 Sometimes accept work just to pay bills	0.4109	0.3887		
	V76 I have other financial support	0.2325	0.2241		
	V77 I am free to choose when & how much I work	0.54	0.5026		
	V80 Uncertainty necessitates	0.5158	0.4864		

	that I keep options open				
V30: Research reputation	V14 recently published	0.031	0.0215	Reject Ho	Relationship exists betw. V30 and V14
V43: Conscious effort to keep abreast career req.	V15 read widely in my subject field	0.1974	Warning		
V36: I manage my own career (not management)	V24 Who do you feel is primarily resp. for the manage, of career	1	Warning		
V63 Position allows me to work autonomously	V29 success measured by autonomy	1	Warning		
V44 I work PT by choice	V38 likely to leave if offered a permanent post	0.0006179	0.0006	Reject Ho	Relationship exists betw. V44 and V38
V55 Full time work not readily available	V38 likely to leave if offered a permanent post	0.0012	0.0005	Reject Ho	Relationship exists betw. V55 and V38
V61 See this as stepping stone to FT work	V38 likely to leave if offered a permanent post	0.0000002868	<.0001	Reject Ho	Relationship exists betw.V61 and V38
V66 I have adequate job security	V38 likely to leave if offered a permanent post	0.0308	0.02	Reject Ho	Relationship exists betw. V66 and V38
V80 Uncertainty necessitates that I keep options open	V38 likely to leave if offered a permanent post	0.0012	0.0007	Reject Ho	Relationship exists betw. V80 and V38
V54 Enables me to balance work and family	V52 Scheduling flexibility attracts me	0.1011	Warning		
V44 I work PT by choice	V52 Scheduling flexibility attracts me	0.2804	Warning		

Appendix K: Conditions of appointment

CONDITIONS OF APPOINTMENT: PART TIME LECTURERS

1. This appointment includes preparation time, examination as well as re-examination.

2. Although all possible steps are taken to avoid mistakes with the calculations of your salary, such mistakes will when they are discovered, have to be corrected

3. Your duties, hours of service and activities will be arranged with you by the Head of the Department or a duly authorised person designated by the Head of the Department.

4. As the University's normal activities are spread over a number of campuses, a staff member may be expected to render services at any of these campuses, as demanded by circumstances or on the basis of operational and academic needs, as determined from time to time by the Head of Department/Director/Dean.

5. If the nature of your work requires that personal protective clothing or equipment is essential, you are obliged to use such clothing and/or equipment as prescribed.

6. Should you, during the course of this appointment, give less lectures, kindly notify the Director: Human Resources immediately so that the appointment can be changed accordingly.

7. All remuneration, minus income tax and statutory deductions where applicable, will be paid in monthly payments into your bank account for the period of your appointment.

8. **Income tax: Any person who receives remuneration is subject by law to employee tax.**

    Employees who have been appointed for less than 22 hours per week or receive remuneration that is not linked to a period, are not in standard employment and the remuneration is subject to employee tax of 25%. Such persons have to register as taxpayers with the South African Revenue Service (SARS) and furnish their tax reference number to the University. These persons also have to submit a tax assessment to SARS.

Please take note that remuneration will only be paid after a signed copy of the contract is handed in at the office of the Human Resources Officer before the 5th of the month. Signed contracts received after the 5th of the first month of employment will only be remunerated the end of the following month.

S407/04